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ABSTRACT

A comparative study of on-campus and off-campus credit courses at Northern Illinois University during 1975, based on the perceptions of selected faculty members who taught the same course on- and off-campus and students enrolled in the courses, is described. The study attempted to determine if differences in perception were related to age, university status, academic discipline, or sex of students. Results showed that: (1) on campus courses were perceived by students as being of higher quality than off campus courses; (2) students over 51 years old felt their needs had been met more successfully than did all other student age groups; (3) the College of Professional Studies met perceived needs better than any other college; (4) male students perceived on- and off-campus courses as lower in quality than did female students; and (5) those students pursuing an academic or vocational goal were less satisfied with on- and off-campus courses than students whose main goal in attending college was social. Two appendices are included: one listing evaluation instruments used in the extension programs of sixteen representative college and universities and an annotated bibliography of fifty-five Educational Resources Information Center (ERIC) citations from 1966 through 1974. (MH)

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On the Evaluation of University Extension Programs: A Review and an Example with Illustrative Instruments and a Bibliography of Related ERIC Literature

by Frank Spikes and Robert C. Mason

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ON THE EVALUATION OF UNIVERSITY EXTENSION PROGRAMS: A REVIEW AND AN EXAMPLE WITH ILLUSTRATIVE INSTRUMENTS AND A BIBLIOGRAPHY OF RELATED ERIC LITERATURE

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1977

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Frank Spikes

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PREFACE

This publication fulfills several functions. Fundamentally, it is a source of current information about procedures used in the evaluation of university extension programs. Secondarily, an in-depth description of a recently conducted comprehensive evaluation of Northern Illinois University's Extension Division is provided for those interested in studying an example of general evaluation procedures. Representative evaluation instruments which are being employed in a variety of university extension programs throughout the country are displayed in Appendix A. Finally, a bibliography of ERIC (Educational Resources Information Center) citations has been included in Appendix 3 for those who desire to pursue this area further. All this information gives the continuing education practitioner and the non-traditional program planner a useful resource for developing and evaluating continuing education programs in a college or university setting.

CHAPTER 1

EXTENDING THE UNIVERSITY

Several major factors influenced the evolution of university extension programs in the United States.[1] This chapter offers a brief overview of each of these influential factors.

The generally increased interest in education in this country during the nineteenth and early twentieth centuries proved to be the first major influence in the evolution of university extension programs in the United States. At the turn of the century various social reformers and progressive educators worked with the leaven of industrialization to enunciate a demand for a better educated populace and to stir the American people to realize the potential advantages of furthering their educations. This need combined during the period with the emergence of a well established structure for adult-continuing education to provide sound impetus to the developing extension movement. Significant components of this structural framework were the American Lyceum, founded by Josiah Holbrook in 1826; the Lowell Institute of Boston; the Peabody Institute of Baltimore; the Brooklyn Institute of New York; and the Chautauqua movement.[2]

Perhaps the most influential program of this time was the powerful and far-reaching Chautauqua Institute, founded in New York in the summer of 1874. So influential was the Chautauqua movement upon the development of university extension programs that it led Creese to state that "the Americanization of university extension occurred at Chautauqua."[3]

The Chautaugua's influence upon university sponsored extension programs was felt in two immediate and direct ways. First and foremost, many leaders of the Chautaugua movement eventually served in administrative and instructional positions at universities throughout the country and carried with them the Chautauqua concept of adult education. Secondly, the methods of instruction utilized with adults were forerunners of the methods which distinguished university extension programs in later years.[4]

The development of university extension programs in America was also significantly influenced by similar activities in England. As early as 1850, it was recommended that university resources be made available to people of all classes in England[3] and in 1873, Cambridge University created the first complete extra-mural organization, the Syndicate for Local Lectures. It was this latter development that led directly to the establishment of American counterparts, the forefathers of today's university extension programs.[5]

The influence of the English system of university extension programs was also evident when, in 1887, Herbert B. Adams, Professor of history at the Johns Hopkins University, advocated the establishment of programs and university extension in the United States. Adams eventually gained the support of Melvin Dewey, Founder of the Dewey Decimal System, and chief librarian at Columbia University. In 1890 Dewey was able to obtain $10,000 from the Regents of the University of the State of New York to begin the development of university extension programs in that state. In that same year, the American Society for the Extension of University Teaching was organized using the format of a London based society similarly interested in extension education. The Society operated in America for the next twenty-six years, solely for the purpose of

promoting university extension programs as a private enterprise.[6]

During the period 1890 to 1906, the previously expressed enthusiasm among educators for the concepts of university extension seemed to decline until Louis B. Reber, Dean of the Extension Division at the University of Wisconsin, breathed new life into the movement by expounding the following philosophy:

> A new spirit . . . (must become) . . . infused into the idea of extension representing a shift away from an emphasis on academic subjects toward an all-embracing concept of the role of the university in serving all of the people of the state in relation to the full scope of life problems.[2]

The National University Extension Association (NUEA), created in 1915 and based upon Reber's philosophy of bringing educational services to all people, helped move the general university extension concept into the mainstream of American higher education. Both the NUEA and the university extension movement as a whole expressed the idea that "people need education and the universities have the knowledge to supply it."[6] The basic concept of the extension movement, to spread knowledge throughout the society via both on-campus and off-campus university participation in the diffusion process, was capsulized well when, in 1915, Charles Van Hise, President of the University Extension Association Conference, stated:

> ... if the university is to have, as its ideal, service on the broadest basis, it cannot escape taking on the function of carrying knowledge to the people. University extension is an extension of knowledge to the masses rather than extension of the scope to the university along traditional lines.[7]

This concept of service to the community has always been closely aligned with the functioning of university extension programs. It has been suggested[6] that perhaps as early as 1891, the role of university extension was most clearly and sufficiently described by George F. James,

General Secretary of the American Society for the Extension of University Teaching, who wrote that university extension required:

> ... the bringing of the university to the people when the people can no longer go to the university. The priviledge of knowledge shall be no longer only for those who are able to satisfy the conditions of academic residence, no longer for those alone who can go through years of careful preparation and devote additional years to the sole occupation of study. Once more the university was founded for the people and the aim of this movement is to have the people share as largely as may be in its benefits.[8]

It was with this operational and philosophical purpose in mind that, at the turn of the century, William Rainey Harper, then President of the University of Chicago and a former Chautauqua staff member, established the first permanent university extension division.[7] By 1915, twenty-two institutions held membership in the National University Extension Association.

During these early developmental years many university extension programs followed the model established by the University of Wisconsin, extending resources to the people through (1) extension classes, (2) home study or correspondence courses, (3) institutes and short courses, (4) libraries and bureaus for the circulation of books and clippings, (5) visual aids, (6) lecture bureaus, and (7) specialized services.[6]

Through the years, these programs have been expanded. In 1950, Morton identified eleven activities representative of the types of services provided by university extension programs.[9] These included, (1) correspondence teaching, (2) lecture services, (3) summer school programs, (4) extension classes, (5) press and publication services, (6) evening school and resident center activities, (7) library lending services, (8) film and visual aid services, (9) conference, short course and institute activities, (10) broadcasting services, and (11) special

services for communities, institutions, and other interest and professional groups.

While the expressed purposes and activities of university extension divisions have not varied significantly in the eighty years since the development of the Wisconsin model, the number of participants has markedly increased. From the modest number of programs and participants initially involved in university extension at the turn of the century it has been reported that over 50,000,000 people used the extension services of the seventy-six members of the National University Extension Association in 1951-1952.[9] Twenty-three years later a conservative estimate of the number of participants in university extension programs indicated this population to have at least doubled.[10]

University extension programs, then, are firmly rooted in the tradition of service to the public through an extension of educational programs. This tradition has also spawned such recent developments as the university without walls and the equally interesting, yet far more heterogeneous, concept of non-traditional programming.

Such extension education programs must undergo some form of assessment, an inherent aspect of most educational programs. Focusing on the concept of evaluation as it related to university extension programs the remainder of this monograph comprises a review of related literature, a description of a current evaluating case study, a presentation of several evaluation instruments, and an annotated ERIC bibliography.

FOOTNOTES

[1]Lawrence A Cremin. The Transformation of the School. New York: Alfred A. Knopf, 1961, pp. 3-22 and 165-168.

[2]C. Hartley Grattan. In Quest of Knowledge. New York: Association Press, 1955, p. 185.

[3]James Creese. The Extension of University Teaching. New York: Adult Education Association, 1941, p. 38.

[4]Malcolm S. Knowles. The Adult Education Movement in the United States. New York: Holt, Rinehart, & Winston, 1962, p. 38.

[5]Malcolm S. Knowles. Hand Book of Adult Education in the United States. Adult Education Association of the United States, 1960.

[6]Simpson Ownbey Wilde. "A Study of the Evaluation of Extension Courses Offered for Credit at Six State Supported Institutions of Higher Education in North Carolina." Unpublished Ed.D. Dissertation, North Carolina University, 1965, p. 24.

[7]Universities in Adult Education. Paris: United Nations Educational, Scientific and Cultural Organization, 1952, p. 131.

[8]George F. James (ed.). Handbook of University Extension. Philadelphia: American Society for the Extension of University Teaching, 1893, p. 55.

[9]John R. Morton. University Extension in the United States. Birmingham: University of Alabama Press, 1953, p. 9.

[10]American Council on Education. Financing Part-Time Students: The New Majority in Post Secondary Education. Washington, D.C.: American Council on Education, 1974, pp. 82-94.

CHAPTER 2

THE LITERATURE ON EVALUATION OF UNIVERSITY EXTENSIONS

In compiling this review of literature related to evaluating university extension programs, ERIC, Datrix and several university libraries were all searched. Direct communication with the National University Extension Association was also initiated by the writers to ensure that the information presented in this chapter would be as current as possible.

Comparative Evaluations of On-Campus and Off-Campus University Credit Courses

To date, only a limited amount of research has compared the quality of on-campus and off-campus university credit courses. Wilde,[1] in 1963, studied the quality of extension courses offered for credit at six state supported institutions of higher education in North Carolina; at three branches of the Consolidated University of North Carolina and Western Carolina College, Appalachian State Teacher's College, and at East Carolina College. The 4,884 participating students in this study rated the quality of on-campus courses higher than those courses offered off-campus in the availability of (1) instructional equipment and supplies, (2) reference materials, and (3) library facilities. In addition, on-campus course ratings exceeded off-campus course ratings in (1) degree and amount of student participation, and (2) overall quality of the courses. In the same study, students rated the off-campus course

counterpart as being significantly better in (1) classroom conditions, (2) ease of securing, and the availability of, textbooks, (3) degree to which the course served the goals of the student, (4) amount of time that was available to see the instructor, (5) availability of courses and (6) quality of instructors. Of the two hundred and fifty-eight faculty responses associated with Wilde's research, respondents tended to support the student perceptions of the quality of off-campus course work with respect to (1) instructional and reference materials for off-campus courses, (2) difficulty experienced by off-campus students in making use of library facilities and (3) the higher degree of interest and participation that was present in the off-campus student population.[1]

Frandson,[2] in 1973, studied a selected group of on-campus and extension students and faculty members at the University of California at Los Angeles. The primary objective of this study was "... to test some assumptions which have been widely held about extension students." Those assumptions hold that they (1) are not well prepared academically; (2) are less likely to complete their course work; (3) do not perform well academically; (4) are less motivated; and that (5) UCLA faculty tend to be more lenient, (i.e., courses and grading patterns are considered easier in extension courses). Frandson's finding were essentially similar to those of Wilde[1] in the areas of learner motivation, participation and quality of instruction. He indicated that "the majority of faculty stated that their extension students were equally, or more motivated than their campus students."

In Wilde's 1963 study,[1] students rated the quality of off-campus instruction superior to that of on-campus courses. Frandson's[2] finding that, in general, off-campus faculty are not more lenient, perhaps

supports the students' high assessment of off-campus instruction. The majority of faculty teaching extension courses stated that they covered the same material and graded on the same basis as in their campus courses.

In addition to these findings, Frandson[2] has also suggested that extension students are well prepared academically with at least 50 percent of all extension students included in the [Frandson] study holding the baccalaureate degree. Another 16-30 percent hold master's degrees and an additional 6 percent hold Ph.D.'s or professional degrees.

Clasen[3] studied the quality of ten off-campus courses at the University of Wisconsin and reported data similar to that of Wilde regarding the quality of faculty and of the instructional process in off-campus courses. He stated: "The argument that professors who teach off-campus, graduate level courses are inferior is not a valid one." In his study of approximately two hundred students, Clasen investigated possible differences in learning climate between on-campus and off-campus courses. He found that off-campus students were significantly more positive about their courses than were their on-campus counterparts. Off-campus students felt that their courses (1) were focused more on their needs; (2) were influencing their thinking; (3) offered opportunities for first-hand learning; (4) were practical; and students felt that (5) they were able to apply what they learned.

These three studies refute criticism of extension programs, which suggests that off-campus courses at the graduate level are inferior to the same courses on-campus. However, as Clasen reported: "Off-campus courses may be <u>different</u> from on-campus courses."[3]

The Off-Campus Student

While research specifically comparing the quality of on-campus and off-campus courses is limited, numerous writers have investigated the nature and academic abilities of the off-campus or evening college student.

As early as 1935, the level of aptitude of the adult evening college student was being investigated in an attempt to determine if a difference existed between the intelligence levels of the evening student and of the day student. McGrath and Froman[4] studied the aptitude of evening school students at the University of Buffalo during the 1935-1936 school year. Their findings indicated that (1) adult evening students had, on the average, a slightly superior aptitude to regular day students; (2) adult evening students tended to have superior previous academic training; (3) there was no difference between day and evening students on standardized aptitude test scores; and (4) grading standards appeared to be the same for both day and evening students. These findings were confirmed by Farnum's[5] comparison of the academic aptitude of university extension degree students with that of day student counterparts at the University of Rhode Island. He found that both extension and day students possessed an equivalent intelligence quotient of 110. Statistical comparisons of the mean scores of the two groups on standardized university entrance examinations showed no significant difference between the groups.

In fact, in several studies extension or evening students have scored better in several respects than have resident or day students. In 1961 Zahn[6] found that extension students ranked somewhat higher than resident students at the University of California. In Zahn's study, the

average university extension student in the liberal arts program had a higher mental ability score than 70 percent of the college students upon whom the ability test was nationally standardized. Ulmer,[7] in a similar study which compared the classroom achievement of evening and day students in college courses, reported that evening students scored as high or higher than day students on a standardized teacher made test.

In 1970 Puzzoli[8] studied the teaching of West Virginia University extension classes by the tele-lecture and electrowriter method. Courses in mining engineering and modern mathematics were given to college students on campus, and were transmitted by tele-lecture to off-campus students at an extension center 268 miles from the main campus. A comparative analysis of the achievement scores of the two groups showed that the achievement levels of the extension students were at least equal to or significantly greater than those of the on-campus university students. Puzzoli concluded that "On the basis of the data, the suggestion that off-campus students are inferior is questionable."

Gibson's[9] findings in a 1962 comparison of 2,035 university students indicated superior performance among evening participants. Comparing the two groups with regard to course achievement and other variables, he reported that continuing education students received significantly higher grade point averages than did day students. Despite the dual pressures of employment and study, employed continuing education students achieved higher grades than did all other students surveyed by Gibson.

Other factors of the off-campus students' character and personality have been examined in several studies. Sackett,[21] in discussing off-campus student motivational characteristics, stated that "Studies

consistently point out that the evening student is more highly motivated than is the day student." Frandson[2] and Clasen[3] similarly reported that extension students are highly motivated. In Frandson's study, most faculty stated that their extension students were either equally or more motivated than their on-campus students.

Faculty Attitudes

Despite these findings supportive of off-campus learning experiences, there exists a considerable body of literature which questions the value of and quality of off-campus, extension or evening university credit courses.

Based upon a 1967 study of the Temple University evening and off-campus populations, Sackett[21] discussed the perceptions of faculty and administrators, and reported that "many people, both within and without the profession, look upon evening education as substandard at best." Nyquist[10] has criticized evening programs as being too often devoted to entertainment rather than the dignity of higher education. Houle[11] expressed a feeling that perhaps the quality of the courses was a major problem which caused much of the criticism of these programs. Peterson and Peterson[12] expressed a similar concern and have called for a level and quality of learning which is appropriate to a university.

McMahon[13] summarized the concerns of critics of evening, adult, or off-campus courses when he stated that: "There is a widespread feeling both on and off the campus that standards are lower in adult higher education." This view was supported by Dyer[14] and by Houle,[11] who wrote that: "In at least some institutions, the offerings of the evening

colleges and extension divisions tend to have lower standards than do their on-campus counterparts."

However, there are those who have felt that a comparison of standards of on-campus and off-campus programs was not a legitimate or valid concern. Porter[15] suggested that "the misunderstanding of standards comes from the belief that different standards from day programs seems to imply lower standards."

In the same vein, Morton[16] said that "The belief that any standards different from campus standards are necessarily lower is obviously a fallacy. They can be practical and equally high standards although these will undoubtedly have to be distinctly different from traditional standards."

The literature, however, fails to present clear-cut comparisons of standards for on-campus programs with those for off-campus programs. McMahon,[13] in reporting on the debate regarding on- and off-campus standards stated: "Despite all the discussion of standards, there are no objective data to prove that standards are lower in evening colleges."

Porter,[15] in studying attitudes of two hundred forty-three faculty members toward selected aspects of a university continuing education program at Syracuse University in 1969, found that a more favorable attitude was expressed toward continuing education by female faculty members than by male faculty members. Additionally, the investigator found that faculty members who held the rank of instructor expressed a more positive attitude toward continuing education than did those who held the rank of professor. In the same study, faculty members from professional schools were found to express a more favorable attitude toward continuing education than did those from liberal arts

and sciences colleges. Porter[15] also reported that no significant difference existed in the expressed attitudes of faculty members toward continuing education when compared by age group, and that no significant difference existed between the responses of faculty members in the social sciences and those in the natural sciences. However, in studying university faculty attitudes, Dahle[17] found that the age of the respondent was significant, and that faculty members over thirty-five years old expressed a more favorable attitude toward continuing education than did younger faculty members. He also reported that faculty members from the social sciences expressed the least favorable attitudes toward continuing education of all faculty members studied.

The Dahle study confirmed Porter's findings that professional school faculty members expressed the most favorable attitudes toward continuing education. Carey[18] concluded that faculty members in the departments of business and education were more sympathetic toward continuing education than were those in other departments.

Other investigators have provided evidence which tends to support Porter's findings regarding the relationship of faculty rank to attitudes toward continuing education. Dahle,[17] for one, in studying the relationship between attitudes toward continuing education and college affiliation, found that those who held a lower academic rank seemed to be more favorable toward continuing education than did those holding a higher academic rank. Daigneault[19] perhaps found a reason for this. In his study involving twelve institutions, senior faculty members regarded evening college teaching as an onerous task. However, Dekker[20] reported conflicting evidence when he suggested that faculty members who had reached a high academic rank found a greater relevance in and appreciation of continuing education activities.

FOOTNOTES

[1]Simpson Ownbey Wilde. "A Study of the Evaluation of Extension Courses Offered for Credit at Six State Supported Institutions of Higher Education in North Carolina" Unpublished Ed.D. Dissertation, North Carolina University, 1965, p. 156.

[2]Phillip E. Frandson. Comparative Study Regular Session/University Extension Courses and Students. Los Angeles: University of California at Los Angeles, Fall 1973, p. 20.

[3]Robert E. Clasen, et. al. On Campus - Off Campus: A Comparison of the Demographic Characteristics, Attitudes, and Opinions of Students Enrolled in On and Off-Campus Graduate Level Extension Courses. Madison: Center for Extension Programs in Education, University of Wisconsin, March 1969, pp. 1-2.

[4]Earl J. McGrath and Lewis Froman. "College Aptitudes of Adult Students" University of Buffalo Studies, Volume XIV, No. 1, November 1936, citing Duane H. Sackett. "A Descriptive Analysis of the Evening and Off-Campus Population Temple University, Fall Semester, 1966-67" Unpublished Ed.D. Dissertation, Temple University, 1969, p. 28.

[5]Hollis B. Farnum. "A Comparison of the Academic Aptitudes of University Extension Degree Students and On-Campus Students" Journal of Applied Psychology. No. 16, 1957, p. 63.

[6]Jane C. Zahn. "Comparative Ability of Extension and Resident Students at the University of California" Unpublished non-degree thesis, University of California, Berkeley, 1961, citing Claude Touchette, Adult Education Through University Extension. Toronto, Ontario: Department of Adult Education, The Ontario Institute for Studies in Education, 1968, p. 32.

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[8]David A. Puzzoli. A Study of Teaching University Extension Courses by Tele-Lecture. Morgantown: West Virginia University, 1970, pp. 49-61.

[9]James Edward Gibson. "A Study of Selected Factors and Attitudes Comparing Regular Day Students with Continuing Education Students" Unpublished Ed.D. Dissertation, Arizona State University, 1962, p. 3.

[10]Edwald B. Nyquist. "The Soft Pedagogy of Evening Colleges" Proceedings: AVEC Meeting. Atlanta, Georgia, 1970, p. 6.

[11]Cyril O. Houle. Major Trends in Higher Adult Education, Notes and Essays on Education for Adults. Chicago: Center for the Study of Liberal Education for Adults, 1959, citing Simpson Ownbey Wilde, "A Study of the Evaluation of Extension Courses Offered for Credit at Six State Supported Institutions of Higher Education in North Carolina" Unpublished Ed.D. Dissertation, North Carolina University, 1965.

[12]Renee Peterson and William Peterson. University Adult Education. New York: Harper & Brothers, 1960, p. 129.

[13]Ernest E. McMahon. An End to Confusion, Notes and Essays on Education for Adults. Chicago: Center for the Study of Adults, 1965, p. 26.

[14]John P. Dyer. Ivory Towers in the Market Place. New York: Bobbs Merrill Company, 1956, p. 17.

[15]Lee Porter. "Faculty Attitudes Toward Selected Aspects of a Multidimensional University Continuing Education College" Unpublished Ed.D. Dissertation, Syracuse University, 1969, p. 41.

[16]John R. Morton. University Extension in the United States. Birmingham: University of Alabama Press, 1953, p. 141.

[17]Thomas L. Dahle. "Faculty Attitudes Toward the Division of Continuing Education at the University of Oregon" Paper presented at the National Seminar on Adult Education Research, Chicago, Illinois, February, 1968, pp. 1-10.

[18]James T. Carey. Forums and Focus in University Adult Education. Chicago: Center for the Study of Liberal Education of Adults, 1961.

[19]George H. Daigneault. Decision Making in the University Evening Colleges, Research Reports. Chicago: Center for Study of Liberal Education of Adults, 1963, p. 7.

[20]Tunis Henry Dekker. "Faculty Commitments to University Adult Education: Unpublished Ph.D. Dissertation, University of Chicago, 1965, p. 7.

[21]Duane H. Sackett. "A Descriptive Analysis of the Evening and Off Campus Population, Temple University, Fall Semester, 1966-67" Unpublished Ed.D. Dissertation, Temple University, 1969, p. 17.

CHAPTER 3

AN ILLUSTRATIVE EVALUATION OF A UNIVERSITY EXTENSION PROGRAM

The College of Continuing Education of Northern Illinois University, like continuing education and extension programs at other universities throughout the nation, has experienced recent significant growth in the number of courses offered off-campus coupled with an attendant increase in enrollment. The College's fall semester enrollments have increased from approximately 3,100 during 1973 to 4,700 in 1974. The spring, 1975 enrollment of 5,500 makes Northern's Continuing Education program one of the largest in the State of Illinois. This pattern of growth typifies many other university extension programs during the past five years. With this continuing increase in enrollment came a request from faculty, staff and students for an intensive comparative investigation of the quality of courses offered on campus and off campus. As might be expected from studies previously reviewed, some faculty members at Northern Illinois University had characterized off-campus courses as step-children of on-campus courses, while other faculty viewed off-campus courses as having superior instructors and more enthusiastic students.[5] It became necessary to get some facts rather than to let the extension program blow in the winds of differing opinions.

The continuum of attitudes represented by these statements demanded that a study of the extension program be performed to determine the relative quality of on-campus and off-campus courses at Northern Illinois University. Until the development and implementation

of the research reported on in this chapter, few studies had been performed which attempted to compare the quality of university-sponsored on-campus and off-campus credit courses.

The need for such research was heightened by the emphasis placed on the expansion of Northern Illinois University's off-campus mission in the Illinois Board of Higher Education's proposed Scope and Mission statement, which stated that "Northern Illinois University ... should continue to develop a strong off-campus mission ... offering graduate education ... within an economically diverse and expanding region ... (and) is also encouraged to explore the development of non-traditional programs."[6] What are the facts concerning the quality of off-campus education?

Purpose and Objectives

The purpose of the study was to compare the quality of on-campus and off-campus courses of Northern Illinois University, based upon the perceptions of (1) selected faculty members who taught the same course on and off campus and (2) of students who were enrolled in these courses.

The study recorded the perceptions of students enrolled in any course which was taught both on campus and off campus by the same faculty member. Attempts were also made to determine if differences in perception were related to the (a) age, (b) university status, (c) academic discipline, and (d) sex of students.

These students were classified by Northern Illinois University as undergraduate students, graduate students, or students-at-large. Participating faculty members held the rank of instructor, assistant professor, associate professor, or professor at Northern Illinois University.

Statement of Hypotheses

Based upon these objectives, the general research hypotheses for this study were as follows:

H1. Students enrolled in the off-campus course that is taught by the same faculty member on campus will perceive the quality of the off-campus course to be greater than will the students enrolled in the on-campus course.

H2. Faculty members who teach the same course on campus and off campus will perceive the quality of the on-campus course to be greater than that of the off-campus course.

The first group of null statistical hypotheses for this study, those related to student perceptions of the quality of university extension programs, stated that there would be no significant difference in the perceived quality of on-campus and off-campus courses on the modified Faculty and Course Evaluation instrument when students were compared by (a) age groups, (b) university status, (c) academic discipline, (d) sex, (e) intellectual ability as measured by the Quick Word Test partial scale, (f) educational goals, and (g) self-reported grade point average.

The second group of null statistical hypotheses for this study, related to faculty perceptions of the quality of university extension programs, stated that there would be no significant difference in the perceived quality of on-campus and off-campus courses (based upon the mean scored on the modified FACE instrument) of faculty members who teach the same course on and off campus when compared by (a) professorial rank, (b) college of faculty appointment, (c) age, and (d) sex.

Criteria for Participation

Participation in this study was limited to students and faculty members involved in courses taught both on campus and off campus by a Northern Illinois University faculty member during the spring semester of the 1974-75 academic year.

The student sample included those classified as undergraduates, graduates, and students-at-large.

The faculty sample included those faculty who held the ranks of instructor, assistant professor, associate professor or professor at N.I.U. The study was further limited to those courses which were offered for graduate credit or upper division undergraduate credit.

Data Collection Procedures

Data for this study were collected during April 1975 using the following procedures. Potential participants meeting the above criteria were identified and selected from members of the Northern Illinois University faculty and student body. Each was then contacted by the investigators and provided with further information regarding the nature and design of the study.

As will be reported more fully later, a questionnaire was constructed based upon the hypotheses and objectives of the study, a review of related literature, suggestions of the College of Continuing Education Advisory Council, and the Faculty and Course Evaluation Instrument designed by Alan L. Sockloff and Vincent T. Deabler[6]. The questionnaire was developed in two sections; the first for distribution to participating faculty members, and the second for distribution to on-campus and off-campus student participants. Before distribution, however, both sections underwent trial

testing. The faculty portion of the questionnaire was submitted to an interdisciplinary panel of faculty members; the student portion to a representative sample of Northern Illinois University graduate students for critical analysis and trial testing. Both faculty and student sections of the questionnaire were then revised in accordance with the suggestions of the panel members and through an item analysis of the questionnaire. The revised questionnaire and directions for its administration were distributed to the faculty participants. The questionnaire was then administered in each class. A uniform set of directions was first read in each class by the participating faculty member. Each student was then given a packet of materials, which included a set of directions, a questionnaire, and a response sheet. Participating students and faculty members completed the questionnaire and placed the response sheets in a sealed envelope, which was immediately returned to the investigators. It was felt that by minimizing the contact a faculty member would have with the response sheets, students would feel less threatened and give more accurate responses.

Each response was initially recorded on a 10 foil IBM answer sheet and transferred to a computer disc. The data were then analyzed, using both one and two way analyses of variance, a dependent t test, and a Scheffe test for multiple comparisons. All results were reported at the .05 level of significance.

Seven eligible faculty members did not participate in the study because of (1) administrative and other professional responsibilities preventing completion of the instrument; (2) a desire not to have the students evaluate the quality of instruction offered; (3) a lack of

class time for completing the instrument; and (4) an unexplained desire not to participate. Of the seven non-responding faculty members, two were from the College of Business, three from the College of Education, one from the College of Liberal Arts and Sciences and one from the College of Professional Studies.

Sample Population

The participants in this study were either faculty members or members of the student body who met the previously cited criteria for participation. Table 1 presents an analysis of the faculty who participated in this study as identified by the college in which their academic appointment was held.

Table 1

Faculty Participants as Identified by College of Academic Appointment (N = 23)

College	Number of Faculty Participants	Percent of Faculty Sample
Business	6	26
Education	15	65
Liberal Arts & Sciences	0	0
Professional Studies	2	9
Visual & Performing Arts	0	0
TOTAL	23	100

Fifteen (65 percent) of the responding faculty members held appointment in the College of Education. Six faculty participants (26 percent) were from the College of Business. The remaining two faculty members (9 percent) held appointment in the College of Professional Studies. No faculty members from the College of Liberal Arts and Sciences or the College of Visual and Performing Arts participated in the study.

The student sample for this study, after allowing for attrition caused by absenteeism on the day or evening when the instrument was completed or for the deletion of the total class at the request of the faculty member, consisted of 944 (or 66 percent) of the participants who were originally contacted. Table 2 presents an analysis of the on-campus student participant.

Table 2

On-Campus Student Participants as Identified by College of Enrollment (N = 425)

College	Number of On-Campus Student Participants	Percent of On-Campus Student Sample	Percent of Total Student Sample
Business	116	27	12
Education	247	58	26
Liberal Arts & Sciences	23	5	3
Professional Studies	38	9	4
Visual & Performing Arts	1	0	0
TOTAL	425	99	45

Table 3 presents the totals for the off-campus student participants. The 511 respondents comprised 55 percent of the total student sample.

Table 3

Off-Campus Student Participants as Identified by College of Enrollment (N = 511)

College	Number of Off-Campus Student Participants	Percent of Off-Campus Student Sample	Percent of Total Student Sample
Business	135	26	14
Education	284	56	30
Liberal Arts & Sciences	47	9	5
Professional Studies	41	8	4
Visual & Performing Arts	4	1	1
TOTAL	511	100	55

Selection and Preparation of Instruments

The instruments used in this study were based upon the Faculty and Course Evaluation Instrument (FACE) constructed by Sockloff and Deabler[6] at Temple University in 1971. Developed from work originally performed by Kirk in 1968, the FACE Instrument was based upon a list of 300 evaluative characteristics found on over 100 institutional evaluation instruments by the Temple University Testing Bureau. The first version of the FACE Instrument was constructed by selecting 160 of the originally identified descriptive statements to be used in a trial test procedure. The field tested form of the FACE was further refined through factor analysis of each of the 160 items, and then restructured to form the final 100 items of the questionnaire which appears in the Appendix.

A University of California at Los Angeles study originally performed in 1973 was also used in the development of the instruments for this study. A copy of the pertinent questionnaire is also presented in Appendix A.

Faculty Perception Scale

The first instrument, The Faculty Perception Scale, consisted of ninety-three items which were divided into three sections; one general, another dealing with the off-campus course, and the last, with the on-campus course.

In the general information section, each faculty member was asked to respond to five questions; each represented a variable by which the faculty responses were statistically analyzed. The variables included the age, sex, rank, college of appointment, and the amount of experience in teaching off-campus courses of each faculty member.

The second section, related to the off-campus course, and the third, related to the on-campus course, asked faculty members to respond to questions about specific aspects of the relevant course. Both sections included four subsections, dealing with faculty perceptions of the student; the course, text, and readings; the preparation and quality of examiniations; and the preparation and quality of papers and reports. Each of the two sections included forty-four questions.

A copy of the Faculty Perception Scale is included in Appendix A.

Student Perception Scale

The second instrument was given to both on-campus and off-campus students. The student perception scale consisted of ninety-six items which were divided into three sections similar to those of the Faculty Perception Scale. A copy of this instrument is presented in Appendix A.

Trial Testing Procedure

A trial test was performed in order to ensure that the instrument developed would accurately reflect the issues and concerns present in related studies found in the literature, and to ensure that the format and questions were easily read and presented no ambiguity. An interdisciplinary panel of twenty-five faculty members and twenty students reviewed and completed each instrument. The instrument was then reconstructed to incorporate the suggestions of this panel. Representatives from the College of Continuing Education, the College of Business, the College of Education, the College of Liberal Arts and Sciences, the College of Professional Studies, the College of Visual and Performing Arts of Northern Illinois University and of the ERIC Clearinghouse in Career Education

were selected to serve on the faculty panel of field test participants. The student panel of field test participants included undergraduate, master's, and doctoral students from the College of Education and the College of Business of Northern Illinois University.

Summary of Findings

Contrary to both research hypotheses, students perceived the on-campus courses as being of higher quality than off-campus courses. Faculty members perceived the two types of courses as being equal in quality. These findings are detailed below.

A significant difference (at the .05 level) was found between the total overall responses of the on-campus and off-campus students regarding the quality of the on and off-campus courses. Based upon the total responses of the student participants, on-campus students perceived their courses as being of a significantly higher quality than did off-campus students.

On the basis of the seven variables by which the student responses were examined, the following results were indicated:

a. When examined by student age categories there was a significant difference in the perceived quality of the on-campus and off-campus courses. Students aged twenty-one to forty were the least supportive of on-campus and off-campus courses regardless of location. Students over fifty-one were the most supportive of courses in both locations. It must be noted however that of all 944 students participating in this study 17 (2 percent) indicated an age of fifty-one or greater. No significant interaction was found to exist between age categories and course location.

b. When examined by student university status a significant difference was found in the perceived quality of the on-campus and off-campus course. Undergraduate students perceived the quality of both on-campus and off-campus courses as being significantly higher in quality than did graduate students in both locations.

No significant interaction was found to occur between course location and university status.

c. Perceptions of on-campus and off-campus students regarding the quality of courses were found to differ significantly when compared by academic discipline. Students from the College of Professional Studies perceived the quality of on-campus and off-campus courses as significantly different and of greater quality than did students from other colleges. Students from both the Colleges of Education and of Business perceived courses in a significantly different manner; they viewed on-campus courses as being of lesser quality than off-campus courses. No significant interaction was found between location and academic discipline.

d. A significant difference was found between the perceptions of male and female students regarding the quality of on-campus and off-campus courses. Male students were less supportive of both on-campus and off-campus courses regardless of location than were female students. No significant interaction occurred between course location and sex.

e. When analyzed by student Quick Word Test score, on-campus courses were perceived as being of a significantly higher quality by those students in the high score group than by those in the low score

group. No significant interaction was found between location and QWT score.

f. When analyzed by student educational goals and location, a significant difference was found to exist in the perceptions of students based upon educational goals. Those students who indicated that the primary reason for their attendance was social in nature rated both on-campus and off-campus courses in a significantly different manner, that is as being significantly higher in quality than did all other students. No significant interaction was found to exist between the goals of students and the course location.

g. There was no significant difference in the responses of students when analyzed by the location and student self-reported grade point averages.

3. When the total faculty responses were analyzed using a t-test for dependent data, no significant differences were found in participant perceptions regarding the quality of on-campus and off-campus courses.

4. No significant differences nor interactions were indicated in the perceptions of the participating faculty when analyzed by four variables: age, sex, professorial rank, and college of academic appointment.

Conclusions

The conclusions presented below and the recommendations that follow were based upon a statistical analysis of the data; knowledge gained from discussions with faculty members and students involved in this study; and observations of on-campus and off-campus university credit courses of Northern Illinois University. As a result of this study, the

investigators conclude that:

1. On-campus courses at Northern Illinois University tended to be perceived by students as being of higher quality than off-campus courses.

2. Students over fifty-one years of age or more felt that their needs had been met more successfully (regardless of location) than did all other age groups of students. Students in the twenty-one to forty age ranges seemed to be the least satisfied with on-campus and off-campus courses. Seventeen (2 percent) of the total student sample indicated ages of fifty-one or more.

3. The College of Professional Studies met perceived needs of students in the most satisfactory manner of all colleges. Seventy-nine (8 percent) of the total student sample were majoring in the College of Professional Studies. The College of Business and the College of Education seemed to be less successful in meeting the expressed needs of the on-campus and off-campus students.

4. Male students tended to perceive both on-campus and off-campus courses as being of a lower quality than did the female students.

5. Those students who attended courses to primarily fulfill an academic or vocational goal seemed to be less satisfied with both on-campus and off-campus courses than were those students who primarily desired to meet a social goal in attending college.

Recommendations for Further Research

The following recommendations for further study and investigation emerged from this study:

1. Administrative units responsible for conducting university

off-campus courses should undertake a continuing program of evaluation designed to determine the quality of off-campus learning experiences.

2. Longitudinal studies should be undertaken to determine if the perceptions of on-campus and off-campus students are related to the biological and sociological functions of the aging process.

3. Learning projects of adult students should be carefully analyzed with the resultant findings being used to develop off-campus education programs.

4. Entire university faculties should participate in continuing research in order to obtain a more accurate assessment of the nature of faculty perceptions of the quality of on-campus and off-campus courses.

Further details regarding this research may be obtained directly from the authors.

FOOTNOTES

[1]Northern Illinois University. "College of Continuing Education, 1975 Spring Semester Master List" DeKalb: Northern Illinois University, 1975, pp. 1-60.

[2]Northern Illinois University. "College of Continuing Education, 1975 Spring Semester Enrollment Record" DeKalb: Northern Illinois University, 1975, pp. 1-21.

[3]Personal correspondence between the investigators and each participating faculty member, March, 1975.

[4]Fred N. Kerlinger. Foundations of Behavioral Research, Second Edition New York: Holt, Reinhart and Winston, Inc., 1973, p. 123.

[5]Northern Illinois University Office of Analytical Studies. "On-Campus Student Profile" DeKalb: Northern Illinois University, March, 1975, p. 2.

[6]Alan L. Sockloff and Vincent T. Deabler. The Construction of the Faculty and Course Evaluation Instrument. Philadelphia: Temple University Testing Bureau, 1971, pp. 1-91.

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APPENDIX A:

SAMPLE EVALUATION INSTRUMENTS

This section presents examples of several evaluation instruments which were solicited by the authors from various university extension directors throughout the country. In addition the instruments referred to in the case study portion of this work are displayed herein. While by no means do those instruments included provide an inclusive sample of all the types of evaluative tools available to the parctintioner, it is felt that a representative sample has been included from which the reader can gain further insight into the nature of the evaluative process as currently being performed by university extension divisions.

The University of Missouri - St. Louis

Extension Division

Faculty Evaluation Form B-1

NAME OF PROGRAM: _____ DATE: _____

If you have not had an opportunity to observe a given faculty member, please draw a line through his or her name.

Faculty Member		Relevance of material	Organization of material (logical sequence)	Teaching techniques (methods appropriate to material)	Clarity of presentation	Responsiveness to needs and interest of group
_____	Exc.	☐	☐	☐	☐	☐
	Good	☐	☐	☐	☐	☐
	Fair	☐	☐	☐	☐	☐
	Poor	☐	☐	☐	☐	☐
_____	Exc.	☐	☐	☐	☐	☐
	Good	☐	☐	☐	☐	☐
	Fair	☐	☐	☐	☐	☐
	Poor	☐	☐	☐	☐	☐
_____	Exc.	☐	☐	☐	☐	☐
	Good	☐	☐	☐	☐	☐
	Fair	☐	☐	☐	☐	☐
	Poor	☐	☐	☐	☐	☐
_____	Ex.	☐	☐	☐	☐	☐
	Good	☐	☐	☐	☐	☐
	Fair	☐	☐	☐	☐	☐
	Poor	☐	☐	☐	☐	☐
_____	Exc.	☐	☐	☐	☐	☐
	Good	☐	☐	☐	☐	☐
	Fair	☐	☐	☐	☐	☐
	Poor	☐	☐	☐	☐	☐
_____	Exc.	☐	☐	☐	☐	☐
	Good	☐	☐	☐	☐	☐
	Fair	☐	☐	☐	☐	☐
	Poor	☐	☐	☐	☐	☐
_____	Exc.	☐	☐	☐	☐	☐
	Good	☐	☐	☐	☐	☐
	Fair	☐	☐	☐	☐	☐
	Poor	☐	☐	☐	☐	☐
_____	Exc.	☐	☐	☐	☐	☐
	Good	☐	☐	☐	☐	☐
	Fair	☐	☐	☐	☐	☐
	Poor	☐	☐	☐	☐	☐

COMMENTS:

Name: _____

Date: _____

Please note that the information you provide will be kept confidential. You need not sign the evaluation form if you do not wish to do so. Only summaries of all of the evaluations will be shared with the instructors.

B-2

UNIVERSITY OF MISSOURI-ST. LOUIS
Extension Division

Faculty Evaluation Form B-2

Name of Instructor Being Evaluated: _____

Name of Program: _____ Date: _____

Each of the statements below deals with a characteristic of instructors which adults feel to be important. Please rate the instructor whose name appears above by placing a check mark (✓) in the box which best expresses your opinion about him.

There are no "right" or "wrong" answers. Just be honest in your rating and express your own feelings. When the information is shared with the instructor, your name will not be associated with it. You may or may not wish to sign the form.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The instructor was helpful to me when I had difficulty in understanding the material he presented					
2. He (or she) appeared sensitive to my feelings and problems					
3. He was flexible (changed his plans to meet my interests and needs)					
4. He made me feel free to ask questions, disagree, and express my ideas					
5. His speech was adequate for teaching					
6. He was interested in the subject					
7. He used illustrations or examples to clarify materials					
8. He presented materials in a well-organized manner					
9. The instructor stimulated my thinking					
10. He presented material in an interesting way					
11. His instructional materials (including audiovisuals) were pertinent to the topics presented.					
12. He made it clear how the topic was related to my needs					
13. He seemed well-prepared to teach this class					
14. Class time was seldom or never wasted					
15 Overall, he was one of the best instructors I have ever had					

Please make additional comments about the instructor which you feel are important to his teaching effectiveness.

Name: _____

Date: _____

July 1973

C

UNIVERSITY OF MISSOURI-ST. LOUIS
Extension Division

Jury Evaluation Form for Teaching Effectiveness

Faculty member being evaluated: _____

Name of Extension program: _____

Date: _____ No. of hours observed: _____

Each of the items below deals with a characteristic of instructors which adult learners feel to be important. Rate the faculty member by placing a check mark at the appropriate point on the scale. Please add your comments under each question which will clarify or explain your rating.

Use this space for examples or comments.

1. Was the faculty member organized?

well organized ——— disorganized

2. Did he (or she) present material in a logical sequence?

logical ——— illogical

3. Was the instructor interested in the subject?

uninterested ——— interested

4. Did he use illustrations or examples to clarify key points?

none ——— many

5. Did he take into consideration the unique experience and backgrounds of the learners?

very much ——— little

6. Did the instructor seem to stimulate learners' thinking?

not at all ——— very much

7. Did he dwell upon the obvious?

dwelled on obvious ——— introduced interesting ideas

8. Was the faculty member flexible (for example, did he change his plans to meet the expressed needs of the learners)?

Use this space for examples or comments.

flexible — rigid

9. Were his learning objectives clear to the learners?

obvious — not clear at all

10. Did he appear sensitive to the students' feelings and problems?

insensitive — very sensitive

11. Did he encourage questions, disagreements, discussion?

very encouraging — intolerant

12. Was his speech adequate for teaching?

inadequate — very adequate

13. Did he present the material in an interesting way?

dull — very interesting

14. Overall, how would you rate the faculty member on his teaching effectiveness?

among the top 10% of faculty I have known — among the least effective I have known

Please go back over the list and place a check mark (✓) before the five items which you consider to be most important in evaluating a faculty member's teaching effectiveness.

Based on what you have observed in this program, please make additional comments about the faculty member on a seperate page and attach to this form.

Name: .....

Title: .....

Address: .....

.....

Date: .....

July, 1973

UNIVERSITY OF MISSOURI-ST. LOUIS
Extension Division

Follow-up Program Evaluation Interview Schedule

Name of Interviewee: _____

Faculty who taught in the program: _____

• •

Hello, my name is _____. I am with the Extension Division of the University of Missouri-St. Louis and I am calling about the Extension program you attended at _____ on _____. If you will recall, the name of the program was _____. I am helping the Dean evaluate the program and would really appreciate your help. Do you have a few minutes to talk?

1. Do you remember participating in this program? Yes ____ No ____

2. Can you remember what your overall rating of the program was? _____

   Would you still rate it the same way now? Yes ____ No ____

3. Can you remember the name of an instructor who did an outstanding teaching job? Yes ____ No ____

4. Who? _____ What do you particularly remember about this instructor?

   Do you recall some things you learned from participating in the program?

5. Did your participating in the program in any way influence:

   your personal life? How?

   the way you do your job? How?

   your career development? How?

6. Would you recommend that someone else take the program? Yes ____ No ____

Comments:

July, 1973

Name _____ Date _____

A

UNIVERSITY OF MISSOURI-ST. LOUIS
Extension Division

Continuing Education Program Evaluation Form

NAME OF PROGRAM:_____ DATE:_____

An important part of any educational program is its evaluation. Your help in assisting the Extension Division to improve its programs will be of great help in planning similar programs. We are not searching for compliments; we need your honest opinion about the program you have just completed.

1. How would you rate the overall program as an educational experience?
   ☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

2. To what extent did the program content meet your needs and interests?
   ☐ Very Well ☐ To some extent ☐ Very little

3. What would you have added to the program?

4. What would you have deleted from the program?

5. What benefits (if any) did you receive from participating in the program?

6. How would you rate the following?

	Excellent	Very Good	Good	Fair	Poor
Facilities	☐	☐	☐	☐	☐
Meals	☐	☐	☐	☐	☐
Helpfulness of staff	☐	☐	☐	☐	☐

7. Please comment *critically* on any or all of the presentations:

8. Will your job or personal behavior change as a result of this continuing education program?
   ☐ Definitely ☐ Probably ☐ Undecided ☐ Probably Not ☐ Definitely Not
   If yes, HOW?

9. OTHER COMMENTS:

55

Name:_____ (optional)

Date:_____

July, 1973

The University of Michigan

The University of Michigan / Extension Service
412 MAYNARD STREET
ANN ARBOR, MICHIGAN 48104
TELEPHONE (313) 764 5300

DIRECTOR
ALFRED W. STOREY

ASSISTANT DIRECTORS
JOHN A. WILKINS
ROBERT R. WILSON

July 16, 1975

Mr. W. F. Spikes
and
Mr. Robert C. Mason
Graduate Studies in
Adult-Continuing Education
Gabel Hall 160
Northern Illinois University
DeKalb, Illinois 60115

Dear Mr. Spikes and Mr. Mason:

In response to your recent inquiry concerning evaluation forms used in credit and non-credit work, I am submitting three types which may be of interest to you.

One form, dated April 12-14, 1972, has been used with an annual conference sponsored by a coalition of several adult education organizations. Our Conference and Institute Department developed the form and has found it of considerable merit.

The second form is one used in the area of National Short Course on Elements of Outdoor Recreation Planning. It is a somewhat different kind of evaluation form and may have some merit for your purposes.

The third form is used in our Real Estate Program. This is a non-credit certificate program with a sequence of some eight courses which is offered in off-campus sites throughout the State of Michigan.

The final form is used in conjunction with our School of Social Work and is an evaluation quentionnaire used in Social Work credit courses.

I hope these samples of evaluation forms may be of some use to you. If it is possible to let us see a report of your findings, we would most appreciate it.

Sincerely yours,

Alfred W. Storey

Alfred W. Storey
Director

AWS:vs

I would like to participate in the Student Evaluation of Instruction Program.

PLEASE CHECK FORM DESIRED

Name _____ (Last) (First) (M. I.)

____ Standard

____ Short

Department _____

My Office _____ (Room Number) (Building)

Approx. Date I will use the Evaluation _____

Office of Educational Resources
Fairchild Hall
Manhattan, Kansas 66506
Phone 913 532-5712

List Separately each Class and its Sections to be evaluated

Course or Section	No. of Ss in Each	Time Class Meets

DROP THIS CARD IN THE CAMPUS MAIL

Once again this office will provide an opportunity for you to receive student feedback on your courses and instructional procedures. If you wish to participate in this voluntary program which is designed to help you improve your teaching effectiveness, simply fill out and return the attached card.

You have the option of using the standard form (67 items) or the new short form (36 items). The latter, although providing a less thorough appraisal, includes the "best" items from the standard form. It reduces administration time by about 5 minutes. You may obtain a copy of either form by calling the Office of Educational Resources, 2-5712.

With your approval, the results may be used in selecting "outstanding teachers" (cash awards) and for satisfying the University policy regarding student input into reappointment decisions for non-tenured faculty. (See Faculty Senate Minutes, November 14, 1972). For some courses, the Student Government Association will also publish a small part of the results if the faculty member approves. This "multiple use" opportunity, completely controlled by you, is designed to eliminate the need for several separate evaluation procedures. As in the past, the evaluation forms have the primary purpose of helping you diagnose your teaching techniques and are considered confidential information. Under no circumstances will we release information from your reports without your written permission, and only then upon request by those to whom you agree to release it.

We are pleased to provide this opportunity for you to improve your instructional skills. By returning the attached card, you will initiate the process.

REO:jb

Enclosure: Card

INSTRUCTIONS FOR ADMINISTERING

STUDENT REACTIONS TO INSTRUCTION AND COURSES

1. Distribute No. 2 pencils, optical mark reader cards, and Student Reaction Forms. If the instructor has prepared special questions on a separate sheet, distribute these also. (Enlist assistance from class members as needed).

2. Read aloud the General Directions from the top of the Student Reaction to Instruction and Courses Form, asking students to follow along. Answer any questions students have. If it is necessary to devise a rule not covered by the instructions, note this on a separate sheet of paper and include it with the completed answer cards.

3. Ask each student to fill out the three items of information called for on the Response Card. Write the 6-digit number of the course, the instructor's last name, and the date of administration on the chalk board. This information is given on the outside of the packet.

4. If the instructor has prepared special questions, instruct students to answer them in the spaces provided on the form (Questions 68-75 on the Standard Form and Questions 37-44 on the Short Form).

5. Unless the instructor gives other directions, students may be dismissed after completing the forms.

IF THE RETURN ENVELOPE FOR THIS CLASS HAS A LARGE LETTER "Z" IN THE UPPER RIGHT HAND CORNER:

6. Place the completed answer cards, the Student Reaction Forms, and any unused materials in the return envelope provided. Place the pencils in their separate envelope and then in the return envelope, if space permits.

7. Return the sealed envelope to the *OFFICE OF EDUCATIONAL RESOURCES*, 215 Fairchild Hall. (Hand deliver, if possible.)

IF THE RETURN ENVELOPE FOR THIS CLASS HAS A LARGE LETTER "X" IN THE UPPER RIGHT HAND CORNER:

6. Place the completed answer cards in the appropriate return envelope provided, seal it, and return it to the *OFFICE OF EDUCATIONAL RESOURCES*, 215 Fairchild Hall. (Hand deliver, if possible.)

7. Return the Student Reaction Forms, the pencils (placed in their separate envelope), these directions, any unused answer cards, and any other materials provided to the *INSTRUCTOR OF THIS CLASS*.

Note: Make a special effort to retrieve all the pencils and return them to us as soon as possible.

COMMUNITY, ADULT AND CONTINUING EDUCATION CONFERENCE

EVALUATION

THE OLDS PLAZA HOTEL
LANSING, MICHIGAN
APRIL 12 - 14, 1972

Please complete and leave with a member of the Conference Planning Committee, an officer of your association(s) or turn in at Registration Desk.

I. Did the Conference generally address itself to the theme:
Cooperation - Service - Action - Impact?

☐ Yes ☐ No

Comments: _____

_____

II. How well was the Conference organized?

High Low

5 4 3 2 1

III. Were the Conference topics pertinent for you?

High Low

5 4 3 2 1

IV. Were speakers, panel and workshop leaders prepared?

Well prepared Poorly prepared

5 4 3 2 1

V. Was sufficient opportunity provided for interaction among participants?

☐ Yes ☐ No

VI. What two Conference components were MOST beneficial to you?

1. _____

2. _____

VII. What were the Conference's two most noticeable weaknesses?

1. _____

2. _____

VIII. Do you favor continuation of Joint Annual Conferences?

☐ Yes ☐ No ☐ Undecided

IX. If response to #VIII is "Yes", please state two reasons why it should be continued

1. _____

2. _____

X. What are your program suggestions for future Joint Conferences?

State _____

_____

Regional _____

_____

Local _____

_____

XI. I am a member of the following organizations:

☐ AEA-M ☐ MAPACE

☐ MCCCSA ☐ MCSEA

☐ Other _____

Please complete and leave with a member of the Conference Planning Committee, an officer of your association(s) or turn in at Registration Desk.

j2

NATIONAL SHORT COURSE ON ELEMENTS

OF OUTDOOR RECREATION PLANNING

University of Michigan

May 15, 1968

Relax, it's almost over. However, an evaluation from you would be most useful to us for the design of future events of relevance to you, and to advance the "cause". Of interest here are your criticisms (if any) and your ideas, not your name.

There are four short parts that are of importance to us: the elastic universe, universe shaping, the twilight zone and your life support system.

The Elastic Universe

(1) In your opinion, how would you say the field of outdoor recreation is changing presently?

_____

_____

_____

(2) Why is that?

_____

_____

_____

(3) In what specific directions should it be changing?

_____

_____

_____

_____

(4) Why?

_____

_____

_____

(5) What do you feel are the most pressing social and environmental issues which confront our society today?

Universe Shaping:

(6) How is the field of Outdoor Recreation playing a role regarding these issues or problems now?

(7) Do you feel that this role is adequate?

(8) Why?

(9) How might it in years to come? That is,

(a) What are the major deficiencies now (research, action, etc.)?

(b) What are the major opportunities?

(10) What major role, activity or contribution do you feel that you are presently handling or undertaking? That is, What is the major constructive function?

(11) What would you like to play; effectuate what programs, etc?

(12) Why?

The Twilight Zone:

(13) You signed up; has this course been meaningful to you in any way?

(14) How?

(15) Specifically, what are your positive comments and evaluations about:

(a) Lecture Presentations

(b) Discussion Sessions

(c) Workshops

(d) Field Trip (morning)

(e) Field Trip (afternoon)

(f) Other

(16) What negative comments and evaluations about:

(a) Lecture Presentations

(b) Discussion Sessions

(c) Workshops

(d) Field Trip (morning)

(e) Field Trip (afternoon)

(f) Other

(17) What has turned you <u>on</u> the most?

(18) Why?

(19) What has turned you off the most?

(20) Why?

(21) Your recommendations and additional comments.

(22) Kindly note by order of priority the types of topics you would like to explore in future sessions?

Your Life Support System:

(23) What is your disciplinary background?

(24) Looking back what events have shaped your career in outdoor recreation planning the most?

(25) What additional study or training would enhance:

(a) Your own professional capability?

(b) The effectiveness of your office?

(26) Please check whether you are a representative of a _____ State, _____ Federal, or _____ Other Agency.

Thank you.

Dear Student:

It is the goal of The University of Michigan to offer its students the best possible courses. In an attempt to accomplish this, courses must constantly undergo re-evaluation in terms of their effectiveness, relevance, and instructorship. Through this questionnaire, the University is soliciting your opinion. Please complete the form and return to: Real Estate Program, 350 S. Thayer, Ann Arbor, Michigan, 48104. Signing your name is optional, however signed statements tend to be more influential.

* *

I am a: (Please check)

☐ Licensed Real Estate Broker ☐ Realtor

☐ Licensed Salesman ☐ Interested individual-not licensed

Name of course_____ Location_____

Instructor_____ Date_____

Number of U of M Real Estate Extension courses taken including this one_____

EVALUATION OF INSTRUCTOR:

EVALUATION OF GUEST LECTURERS: Please list and rate their performance

EVALUATION OF MATERIAL PRESENTED:

EVALUATION OF QUIZZES AND TESTS:

WHAT DO YOU FEEL COULD BE ADDED OR DELETED?

Would you recommend this course to a friend? _____

Are you going to continue with the program in the future?_____

OTHER COMMENTS:

_____
signed

THE UNIVERSITY OF MICHIGAN EXTENSION SERVICE
AND
SCHOOL OF SOCIAL WORK

STUDENT COURSE EVALUATION QUESTIONNAIRE

The Student Course Evaluation Questionnaire is the product of the joint efforts of the Continuing Education Program of the School of Social Work and the Extension Service. The purpose of the questionnaire is to enable students to provide the faculty with useful feedback in assessing and planning of the content, instructional method, organization, etc., of the course. The findings are made available to both students and faculty.

Your candid yet thoughtful and constructive responses will be appreciated.

A tear-off sheet to be returned to the individual faculty member is included so that you may pass on suggestions, comments, criticisms, etc., directly to the course instructor.

Col.
999999999 (1-9)

Course Title:_____ Course Number:_____ ** Location:_____ (10-15)

**Indicate location of the course by using the following code numbers:

001 Ann Arbor	004 Flint	007 Port Huron
002 Dearborn	005 Grand Rapids	008 Saginaw
003 Detroit	006 Jackson	009 Other

9 (16)

Give your reactions to the following statements by circling the appropriate number corresponding to your opinion:

1. Strongly Agree (SA)
2. Agree (A)
3. Neutral (N)
4. Disagree (D)
5. Strongly Disagree (SD)
6. Not Applicable (NA)

	SA	A	N	D	SD	NA	
1. This course was stimulating, requiring independent and creative thinking.	1	2	3	4	5	9	(17)
2. The material presented in this course was applicable to current social work practice.	1	2	3	4	5	9	(18)
3. The course did not challenge me intellectually.	1	2	3	4	5	9	(19)
4. The content of the course was applicable to my work and/or professional development.	1	2	3	4	5	9	(20)
5. The material presented by the instructor was up-to-date in light of current knowledge and current issues.	1	2	3	4	5	9	(21)
6. Too much material was presented to be adequately covered.	1	2	3	4	5	9	(22)
7. I have learned a great deal from this course.	1	2	3	4	5	9	(23)

	SA	A	N	D	SD	NA	
8. Standards for student performance and grading were reasonable and clear.	1	2	3	4	5	9	(24)
9. The major objectives set for the course were adequately achieved.	1	2	3	4	5	9	(25)
10. The course assignments were not useful in comprehending the subject matter.	1	2	3	4	5	9	(26)
11. The over-all quality of the course was high.	1	2	3	4	5	9	(27)
12. There was unnecessary repetition in the lectures, recitations and readings.	1	2	3	4	5	9	(28)
13. The class was too large.	1	2	3	4	5	9	(29)
14. The instructor was well organized in conducting the course.	1	2	3	4	5	9	(30)
15. The instructor did not appear receptive to new ideas and others' viewpoints.	1	2	3	4	5	9	(31)
16. The instructor was enthusiastic and interested in his subject matter.	1	2	3	4	5	9	(32)
17. The instructor was available and helpful to the students.	1	2	3	4	5	9	(33)
18. The instructor did not give clear explanations.	1	2	3	4	5	9	(34)
19. The instructor's manner of presentation kept my interest in class sessions high.	1	2	3	4	5	9	(35)
20. I would have preferred more student presentations.	1	2	3	4	5	9	(36)
21. Comments and criticisms of student work were instructive.	1	2	3	4	5	9	(37)
22. Opportunities for discussions and/or demonstrations were adequately provided.	1	2	3	4	5	9	(38)

What other courses would you like to see offered by Extension in your community?

_____

_____

9 (55)

TEAR OFF SHEET:

This page will be immediately available to the instructor. Please make any comments or criticisms of the course in general; things you would like to see changed, things that were good and should be kept. Should it move faster or slower, be more in depth or more general, etc.....

CHADRON STATE COLLEGE

COURSE EVALUATION

Course Title _____ Location Offered _____

Instructor _____ Date _____

Please complete this questionnaire by checking what you believe to be an accurate rating after each question. Your ratings and comments will serve as a means of evaluating this course and as a guide for planning and improving courses for the future.

	Excellent	Very Good	Good	Fair	Poor
1. Was this course interesting to you?					
2. Did you gain what you wanted from the course?					
3. Was the length of the course sufficient to cover the subject?					
4. Were facilities and classroom adequate?					
5. Was sufficient time allowed for questions and class discussions?					
6. Do you think the instructor was qualified for this subject?					
7. Was the course well-organized?					

Comments or suggestions for improvement:

_____

_____

_____

Courses I would like to take in the future:

1. _____
2. _____
3. _____

THE UNIVERSITY OF CALIFORNIA
LOS ANGELES

UCLA Extension Survey has been removed because of its poor print quality.

State University of New York
Buffalo

STATE UNIVERSITY OF NEW YORK AT BUFFALO

DIVISION OF CONTINUING EDUCATION

ADULT ADVISEMENT CENTER

END-OF-MEETING EVALUATION

1. Were you interested in this meeting?
   Very much __ Quite a bit __ Some, but not much __ Very little __

2. Did you feel that the group was interested in this meeting?
   Very much __ Quite a bit __ Some, but not much __ Very little __

3. Did you learn any new facts or get any new ideas?
   Yes, many __ Quite a few __ Some, but not very many __ Very few, if any __

4. Did you change any of your previous opinions as a result of this meeting?
   Yes, many __ Quite a few __ Some, but not very many __ Very few, if any __

5. Were your previous opinions confirmed or strengthened?
   Very much __ Quite a bit __ Some, but not much __ Very little __

6. Did you think the group accomplished anything as a result of this meeting?
   It certainly did __ It probably did __ I doubt if it did __ It did not __

7. Was there enough preparation for the meeting?
   More than needed __ All that was needed __ Should have been more __ Should have been much more __

8. Was there enough opportunity for discussion?
   Too much __ All that was needed __ Should have been more __ Should have been much more __

9. Would the meeting have been better if some parts had been left out?
   Certainly not __ Maybe __ Probably __ Definitely __

10. Did you find the social atmosphere of the meeting congenial and enjoyable?
    Excellent __ Quite all right __
    Good __ Definitely not __

11. Do you have suggestions (about techniques, materials, etc.) for improving future meetings? (Use other side of page if necessary.)

STATE UNIVERSITY OF NEWYORK AT BUFFALO

DIVISION OF CONTINUING EDUCATION

ADULT ADVISEMENT CENTER

From Leadership and Dynamic Group Action
By Beal, Bohlen, and Randabaugh pp. 292-295

END -OF - MEETING SUGGESTION SLIP

What is your over-all rating of today's meeting for each of the items? Please circle appropriate number.

		Very Low	Low	Av	High	Very High
1.	Physical arrangement and comfort	1	2	3	4	5
2.	Orientation	1	2	3	4	5
3.	Group atmosphere	1	2	3	4	5
4.	Interest and motivation	1	2	3	4	5
5.	Participation	1	2	3	4	5
6.	Productiveness	1	2	3	4	5
7.	Choice of methods	1	2	3	4	5

Please answer the following questions:

1. How did you feel about this meeting? (Check)

   No good __ Mediocre __ Allright __ Good __ Excellent __

2. What were the strong points?

3. What were the weak points?

4. What improvements would you suggest?

(You need not sign your name)

STATE UNIVERSITY OF NEW YORK AT BUFFALO
Division of Continuing Education - Office for Credit-Free Programs

LEADERSHIP DEVELOPMENT

Evaluation of the Lecture

1. Was the lecturer's thesis clearly put?
   How clear was the thesis?

2. Was the development logical and reasonable?
   In what way did the speaker develop his argument?

3. Did this weaken or strengthen his position?
   How did your opinion change during the process of his development?

4. Was the speaker convincing?
   What were the most convincing points?

5. What was your opinion of the lecturer's summary?

6. What effect did this lecture have on the speaker's cause?

7. As a result of this experience, what action might you be impelled to take?

STATE UNIVERSITY OF NEW YORK AT BUFFALO

DIVISION OF CONTINUING EDUCATION-OFFICE FOR CREDIT-FREE PROGRAMS

EVALUATION OF MID-CAREER

COUNSELING SESSIONS

Please fill out and return.

1. How did the sessions measure up to your expectations?

2. How satisfied were you with the following:

Please check.	Very Satisfied	Moderately Satisfied	Dis-satisfied
Physical arrangements			
Reference materials			
Consultant's sessions			
Organization of the sessions			
Choice of subjects			
Opportunity to participate			
Methods of presentation			
Over-all program			

3. What do you feel you have gained from Mid-Career Counseling?

4. What are your criticisms?

5. How did you feel about the testing program? Please be specific.

6. Please give us the benefit of your suggestions which would improve future sessions of of Mid-Career Counseling.

STATE UNIVERSITY OF NEW YORK AT BUFFALO

DIVISION OF CONTINUING EDUCATION - ADULT ADVISEMENT CENTER

COUNSELING FOR MID-CAREER DECISIONS (FOR WOMEN)

QUESTIONNAIRE

1. Before you entered the Mid-Careers course what were some of the reasons you had at that time for seeking help in making decisions about the future course of your life?

   Please include some of the questions you hoped the course would help you to answer.

2. How has this course aided you in acting constructively to help yourself? Please be specific.

(Use Reverse side of sheet if necessary)

11/70

3. Since taking this course, what definite decisions have you made and how have you acted on these?

4. What (if anything) has prevented you from acting on these decisions? Could you identify and comment?

(Use Reverse side of sheet if necessary)

Questionnaire

5. Where do you feel you need further help?

6. Has this course helped to: (check appropriate item)

a) begin or resume an education _____

b) find satisfactory employment _____

c) become more aware of local occupational resources _____

d) to understand yourself better and your needs _____

e) become a more productive person _____

f) other (please comment below) _____

(Use Reverse side of sheet if necessary)

STUDENT REACTIONS TO INSTRUCTION AND COURSES -- SHORT FORM

By giving thoughtful and honest answers to these questions, you will help your instructor improve this course and his teaching procedures. Omit items which are not applicable to your instructor or this course.

PART I. *Describe your instructor's teaching procedures by using the following code:*
1 = Hardly Ever 2 = Occasionally
3 = Sometimes 4 = Frequently
5 = Almost Always

The Instructor:

1. Promoted teacher-student discussion (as opposed to mere responses to questions).
2. Found ways to help students answer their own questions.
3. Encouraged students to express themselves freely and openly.
4. Seemed enthusiastic about the subject matter.
5. Changed his approach to meet new situations.
6. Spoke with expressiveness and variety in tone of voice.
7. Demonstrated the importance and significance of his subject matter.
8. Made presentations which were dry and dull.
9. Made it clear how each topic fit into the course.
10. Explained the reasons for his criticisms of students' academic performance.
11. Encouraged student comments even when they turned out to be incorrect or irrelevant.
12. Summarized material in a manner which aided retention.
13. Stimulated students to intellectual effort beyond that required by most courses.
14. Stated clearly the objectives of the course.
15. Explained course material clearly, and explanations were to the point.
16. Related course material to real life situations.
17. Gave examinations which stressed unnecessary memorization.
18. Gave examination questions which were unreasonably detailed (picky).

PART II. *On the next four questions, compare this course with others you have taken at this institution, using the following code:*
1 = Much Less than Most Courses
2 = Less than Most 3 = About Average
4 = More than Most 5 = Much More than Most

The Course:

19. Amount of reading.
20. Amount of work in other (non-reading) assignments.
21. Difficulty of subject matter.
22. Degree to which the course hung together (various topics and class activities were related to each other).

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PART III. *Compare the progress you have made in this course with that made in other courses you have taken at this college or university, using the following code:*
1 = Lowest 10% of Courses I have taken here
2 = Next 20% 3 = Middle 40%
4 = Next 20% 5 = Upper 10%

Your Progress:

23. Gaining factual knowledge (terminology, classifications, methods, trends).
24. Learning fundamental principles, generalizations or theories.
25. Learning to apply course material to improve rational thinking, problem-solving and decision making.
26. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
27. Learning how professionals in this field go about the process of gaining new knowledge.
28. Developing creative capacities.
29. Developing a sense of personal responsibility (self-reliance, self-discipline).
30. Gaining a broader understanding and appreciation of intellectual-cultural activity (music, science, literature, etc.).
31. Developing skill in expressing myself orally or in writing.
32. Discovering the implications of the course material for understanding myself (interests, talents, values, etc.).

PART IV. *Describe your personal attitudes and behavior in this course, using the following code:*
1 = Definitely False 2 = More False than True
3 = Inbetween 4 = More True than False
5 = Definitely True

Self-Rating:

33. I worked harder on this course than on most courses I have taken.
34. I had a strong desire to take this course.
35. I would like to take another class from this instructor.
36. As a result of taking this course, I have more positive feelings toward this field of study.

If your instructor has extra questions, answer them in the space designated on the Answer Form.

Your comments on how the instructor might improve this course or his teaching are invited; use the space provided.

RELEASE OF CONFIDENTIAL INFORMATION

The information you have provided on the Faculty Information Form and the ratings your students will supply are considered confidential. This information will not be released to anyone without your permission.

There are three circumstances where release of this confidential information is often requested. These are described below. Please indicate if you approve or disapprove the release of this information for each of the three purposes. (While your approval will eliminate attempts to obtain this information by other means, the Office of Educational Resources neither encourages nor discourages approval).

1. Do you approve the release of your ratings on this course to members of the Outstanding Teaching Committee?

   (1) Yes (2) No

   DESCRIPTION OF REQUESTING SOURCE

   1. Student-faculty committees select finalists for these awards on the basis of standardized student ratings. Committee members are pledged to keep the ratings confidential.

2. Do you approve the release of ratings on this course to members of the appropriate College Councils?

   (1) Yes (2) No (3) Irrelevant, since I have tenure.

   2. University policy requires that College Councils (elected students) make recommendations about the reappointment of non-tenured faculty members on the basis of representative student feedback concerning teaching performance. Council members are pledged to keep the ratings confidential.

3. If this course is selected for inclusion in the SGA publication,

   a) Do you approve the release of faculty-supplied information (F)?

   (1) Yes (2) No

   b) Do you approve the release of student-supplied information (S)?

   (1) Yes (2) No

   3. The Student Governing Association (SGA) publishes a booklet describing selected courses. The booklet is intended to help students select courses more wisely. A sample entry is shown below:

COURSE		INSTRUCTOR	
No. (F) - (F)		Name	(F)
Name	(F)	Mjr Tchg Methods	(F)
Class Size (F)			(F)
(F)% U.G. Majors			(F)
(F)% U.G. Non-Majors		Basis of Grading	(F)%
(F)% Grad			(F)%
Amount of Reading (S)			(F)%
Amount of Other Work (S)		Percent A & B	(F)%
Course Difficulty (S)			

STUDENT EVALUATION

Progress on Instructor's Objectives	(S)	Desire to Have Instructor Again	(S)

F = Faculty Supplied Information
S = Student Supplied Information

Signature _____ Date _____ Course Number _____

INSTRUCTIONS FOR PARTICIPATING IN THE
"STUDENT FEEDBACK ON INSTRUCTION AND COURSES" PROGRAM

1. Fill out one Faculty Information Form (FIF) for each different course you want evaluated. Sections of the same course are listed on one FIF.

2. Fill out one Release of Confidential Information form for each different course. This form describes three other possible uses of the information on the FIF and your evaluation report. We will release the information to these sources only if:

   (a) They request it and
   (b) You approve by your response on this form.

   If you have questions concerning either of these forms and wish to discuss them or their use before completing them, please call Dick Owens at 2-5712.

3. Return the above forms to the Office of Educational Resources, 215 Fairchild, as soon as possible.

4. After we have received your completed Faculty Information Forms and Confidential Release Forms, we will prepare the materials you need (forms, answer cards, pencils, and instructions for administration) and deliver them to your department office at least by the day before the scheduled administration.

5. It will be your responsibility to arrange for proper administration of the forms. It is essential that you do not remain in the class after the instructions have been given. We suggest that you either (1) appoint a member of the class (or a GTA) as the administrator or (2) appoint a student (or a GTA) to take charge after you have given the instructions and have distributed the materials. In either case, arrange for that person to return the completed materials to 215 Fairchild Hall as soon as possible. (Hand deliver, if possible).

Optional

You may ask as many as 8 special questions of your own. If you do so, you must prepare and duplicate these questions on a separate sheet and have the administrator distribute them with the standardized forms. These questions should be numbered consecutively, beginning with "68" if you use the standard form or "37" if you use the short form. You may use from 2 to 5 options for each question; these should be numbered [i.e., (1), (2), (3), (4), (5), not lettered (i.e., (a), (b), (c), (d), (e)]. The reverse side of this sheet will give you some examples of possible questions. Feel free to create your own as long as they meet the format requirements above. Also, remember that there is an opportunity to use the open-ended approach on the back of the optical mark reader card.

Your reports will be mailed as soon as possible after the scoring is done. They will be mailed directly to you.

SEE REVERSE SIDE

ILLUSTRATIVE "EXTRA QUESTIONS"

These might follow the format of the first 36 questions of the standard form, where the options are:

1 = Hardly Ever
2 = Occasionally
3 = Sometimes
4 = Frequently
5 = Almost Always

SHORT FORM	STANDARD FORM	
		Examples for Laboratory Classes:
(37)	(68)	The instructor showed clearly how laboratory problems were related to material presented in lectures or the textbook.
(38)	(69)	Laboratory materials, equipment, and directions were readily available and accessible.
(39)	(70)	The instructor demonstrated proper laboratory technique (including care of equipment).
		Examples for Studio Classes (art, music, design):
(37)	(68)	The instructor made helpful suggestions for improving my artistic work without depriving me of my personal style.
(38)	(69)	The instructor effectively clarified his criticisms of my artistic work by demonstrating his own skill.
(39)	(70)	The instructor's encouragement made me feel more confident of my artistic abilities.
		Other extra questions might use unique alternative responses. Examples:
(37)	(68)	Homework problems were given to help students formulate concepts through problem solving. What was your reaction?

1. Always worked problems and appreciated the opportunity.
2. Worked the problems if I felt I needed the help.
3. Seldom worked the problems because I understood concepts.
4. Seldom worked the problems because the instructor explained them anyway.

(38) (69) Of the major topics in the course, indicate the one you consider most valuable.

1. Professionalism.
2. Research.
3. Graduate study.
4. Beginner enters the profession.
5. McGrath Report.

(39) (70) The present prerequisite for this course is General Chemistry or Chemistry I or a B or higher in high school chemistry.

1. This prerequisite is satisfactory.
2. More chemistry should be required.
3. There is no need for a chemistry prerequisite.

Northern Illinois University

Northern Illinois University

March, 1975

Dear N.I.U. Faculty Member:

Enclosed you will find the materials to complete the survey outlined in Dr. Harold Collins' letter of March 3, 1975. All responses will be confidential in nature and will be seen only by me.

Your effort to contribute to this study by taking time to complete the faculty response section of this questionnaire and allowing your students to complete the student response section would be appreciated.

I would appreciate receiving your compiled responses by April 14, 1975.

If you have any questions regarding this study, please feel free to contact me at 753-1448 during office hours, or 758-5917 at home.

Thank you for your cooperation.

Cordially,

Frank Spikes

Frank Spikes
Doctoral Candidate
Adult-Continuing Education

Graduate Studies
in Adult Continuing
Education

Gabel Hall 160
DeKalb, Illinois 60115

815 753 1448

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DIRECTIONS

STEP I: TO OBTAIN RESPONSES FROM ON CAMPUS STUDENTS

A. Please distribute one questionnaire and one student resporse sheet to each student.

B. Have the students complete the questionnaire and place the response sheet in the large manila envelope marked on campus responses. Please seal the envelope in the presence of a class member. No names or I.D. numbers are needed on the response sheet.

C. Collect the questionnaire forms and keep them for use in your off campus course.

D. Please return the on campus responses by April 14, 1975, via campus mail to:

Frank Spikes
160 Gabel Hall
753-1448

STEP II: TO OBTAIN RESPONSES FROM OFF CAMPUS STUDENTS

A. Please distribute one questionnaire and one student response sheet to each student.

B. Have the students complete the questionnaire and place the response sheet in the large manila envelope marked off campus responses. Please seal the envelope in the presence of a class member.

C. Collect the questionnaire forms.

D. Please return the off campus responses along with the questionnaires by April 14, 1975, via campus mail to:

Frank Spikes
160 Gabel Hall
753-1448

STEP III: FACULTY RESPONSE

A. Please complete the enclosed faculty questionnaire on the response sheet provided.

B. Please place the questionnaire and response sheet in the enclosed envelope marked faculty responses.

C. Please return it by April 14, 1975, via campus mail to:

Frank Spikes
160 Gabel Hall
753-1448

THANK YOU FOR YOUR COOPERATION

DIRECTIONS: Please indicate your responses for questions found in Section A, number one through six in the appropriate blanks on the enclosed IBM sheet. PLEASE USE A #2 PENCIL TO COMPLETE THE RESPONSE SHEET.

A. GENERAL INFORMATION

1. Age

   1) 20-30 2) 31-40 3) 41-50 4) 51-60 5) 61 or over

2. Sex

   1) Male 2) Female

3. Rank

   1) Instructor 2) Assistant Professor 3) Associate Professor

   4) Professor

4. College

   1) Education 2) Business 3) Professional Studies

   4) Liberal Arts & Sciences 5) Visual & Performing Arts

5. Number of extension or off campus classes you have taught prior to this one.

   1) 0-2 2) 3-5 3) 6-8 4) 9-11 5) 12 or more

* * * *

All Responses Are Confidential And
Will Be Seen Only By The Investigator

OFF CAMPUS COURSE

DIRECTIONS: Please indicate your response to the following questions in the appropriate blanks on the enclosed answer sheet. Use the continuum listed below as a basis for your answers in Section B through E. PLEASE DO NOT USE THE "0" RESPONSE BLANK UNDER EACH QUESTION.

1	2	3	4	5	6
Strongly Disagree	Dis-agree	Mildly Disagree	Mildly Agree	Agree	Strongly Agree

B. FACULTY PERCEPTIONS OF STUDENTS

6. Off campus students are more mature than are on campus students.
7. Off campus students are more motivated than are on campus students.
8. Off campus students think in a more creative manner than do on campus students.
9. Off campus students work more independently than on campus students.
10. Off campus students have more clearly defined educational goals than do on campus students.
11. Off campus students achieve a higher level on written examinations than do on campus students.
12. Off campus students' written work, term papers, other reports, are of a higher quality than are those of on campus students.
13. Off campus students are more verbally fluent than are on campus students.
14. Off campus students participate more actively in class discussions than do on campus students.
15. Off campus students are more eager to learn for the sake of learning than are on campus students.
16. Off campus students enter a course with a more complete academic background than do on campus students.
17. Off campus students achieve higher grades than do on campus students.
18. Off campus students' study patterns are more disciplined than are those of on campus students .

* * * *

All Responses Are Confidential And
Will Be Seen Only By The Investigator

19. Off campus students generally possess higher overall academic ability than do on campus students.

20. Off campus students learn more than do on campus students.

21. Off campus students respect differences of opinion among class members more than do on campus courses.

22. Off campus students accept a share of the responsibility for planning and operating a learning experience to a greater degree than do on campus students.

23. Off campus students can diagnose their educational needs in a more realistic manner than do on campus students.

24. Off campus students prefer a more highly structured classroom setting than do on campus students.

25. Off campus students are more concerned with the process of the learning experience (vs. the product of the learning experience) than are on campus students.

26. Off campus students are, when we consider all aspects of their personality, scholastic ability and preparation, better qualified to pursue advanced degrees than are on campus students.

C. FACULTY PERCEPTIONS OF THE COURSE, TEXT, READINGS, AND PREPARATION

27. The text is more essential to the off campus course than it is to the on campus course.

28. The off campus course is more difficult for the student than is the on campus course.

29. The outside reading assignments are more important to the off campus course than to the on campus course.

30. The off campus course is less crowded than the on campus course.

31. I spend more time preparing for the off campus course than I do for the on campus course.

32. I spend more time lecturing in the off campus course than I do the on campus course.

33. I spend more time advising off campus students than I do advising on campus students.

34. I provide more resources and reference materials for off campus students than I do for on campus students.

* * * *

All Responses Are Confidential And
Will Be Seen Only By The Investigator

35. Off campus students should spend the same amount of time in the library as do on campus students.

36. The overall quality of the off campus course is higher than that of the on campus course.

D. FACULTY PERCEPTIONS OF EXAMINATIONS

37. Examinations in the off campus course less clearly reflect the material emphasized in the course than do examinations in the on campus course.

38. Examinations in the off campus course are less of a fair test of achievement than they are in the on campus class.

39. Examinations are not as promptly returned in the off campus course than they are in the on campus course.

40. Examinations are easier in the off campus course than in the on campus course.

41. Examinations are less comprehensive in the off campus course than in the on campus course.

42. Examinations in the off campus course are graded on a less strict scale than are the ones in the on campus course.

43. The overall quality of examinations in the off campus course is of a lesser quality than are the examinations in the on campus course.

E. FACULTY PERCEPTIONS OF PAPERS AND REPORTS

44. The papers or reports assigned in the off campus course are less challenging than are those assigned in the on campus course.

45. The number of papers or reports assigned in the off campus course is less than the number assigned in the on campus course.

46. The papers or reports assigned in the off campus course are returned less promptly than are those in the on campus course.

47. Papers or reports in the off campus course are graded less strictly than are those in the on campus course.

* * * *

All Responses Are Confidential And
Will Be Seen Only By The Investigator

OFF CAMPUS COURSE

48. Papers or reports in the off campus course stimulate an increase of interest in the subject matter to a lesser degree than do those in the on campus course.

49. The overall quality of papers and reports in the off campus course is lower than that of the on campus course.

* * * *

All Responses Are Confidential And
Will Be Seen Only By The Investigator

ON CAMPUS COURSE

DIRECTIONS: Please indicate your response to the following questions in the appropriate blanks on the enclosed answer sheet. Use the continuum listed below as a basis for your answers in Section B through E. PLEASE DO NOT USE THE "0" RESPONSE BLANK UNDER EACH QUESTION.

1	2	3	4	5	6
Strongly Disagree	Dis-agree	Mildly Disagree	Mildly Agree	Agree	Strongly Agree

B. FACULTY PERCEPTIONS OF STUDENTS

50. On campus students are more mature than are off campus students.

51. On campus students are more motivated than are off campus students.

52. On campus students think in a more creative manner than do off campus students.

53. On campus students work more independently than off campus students.

54. On campus students have more clearly defined educational goals than do off campus students.

55. On campus students achieve a higher level on written examinations than do off campus students.

56. On campus students written work, term papers, other reports, are of a higher quality than are those of off campus students.

57. On campus students are more verbally fluent than are off campus students.

58. On campus students participate more actively in class discussions than do off campus students.

59. On campus students are more eager to learn for the sake of learning than are off campus students.

60. On campus students enter a course with a more complete academic background than do off campus students.

61. On campus students achieve higher grades than do off campus students.

62. On campus students' study patterns are more disciplined than are those of off campus students .

* * * *

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Will Be Seen Only By The Investigator

ON CAMPUS COURSE

63. On campus students generally possess higher overall academic ability than do off campus students.

64. On campus students learn more than do off campus students.

65. On campus students respect differences of opinion among class members more than do off campus courses.

66. On campus students accept a share of the responsbility for planning and operating a learning experience to a greater degree than do off campus students.

67. On campus students can diagnose their educational needs in a more realistic manner than do off campus students.

68. On campus students prefer a more highly structured classroom setting than do off campus students.

69. On campus students are more concerned with the process of the learning experience (vs. the product of the learning experience) than are off campus students.

70. On campus students are, when considering all aspects of their personality, scholastic ability and preparation better qualified to pursue advanced degrees than are on campus students.

C. FACULTY PERCEPTIONS OF THE COURSE, TEXT, READINGS, AND PREPARATION

71. The text is more essential to the on campus course than it is to the off campus course.

72. The on campus course is more difficult for the student than is the off campus course.

73. The outside reading assignments are more important to the on campus course than to the off campus course.

74. The on campus course is less crowded than the off campus course.

75. I spend more time preparing for the on campus course than I do for the off campus course.

76. I spend more time lecturing in the on campus course than I do the off campus course.

77. I spend more time advising on campus students than I do advising off campus students.

78. I provide more resources and reference materials for on campus students than I do for off campus students.

* * * *

All Responses Are Confidential And
Will Be Seen Only By The Investigator

ON CAMPUS COURSE

79. Off campus students should spend the same amount of time in the library as do on campus students.

80. The overall quality of the off campus course is higher than that of the on campus course.

D. FACULTY PERCEPTIONS OF EXAMINATIONS

81. Examinations in the on campus course less clearly reflect the material emphasized in the course than do examinations in the off campus course.

82. Examinations in the on campus course are less of a fair test of achievement than they are in the off campus class.

83. Examinations are not as promptly returned in the on campus course than they are in the off campus course.

84. Examinations are of an easier nature in the on campus course than in the off campus course.

85. Examinations are less comprehensive in the amount of material covered in the on campus course than in the off campus course.

86. Examinations in the on campus course are graded on a less strict scale than are the ones in the off campus course.

87. The overall quality of examinations in the on campus course is of a lesser quality than are the examinations in the off campus course.

E. FACULTY PERCEPTIONS OF PAPERS AND REPORTS

88. The papers or reports assigned in the on campus course are of a less challenging nature than are those assigned in the off campus course.

89. The number of papers or reports assigned in the on campus course is less than the number assigned in the off campus course.

90. The papers or reports assigned in the on campus course are returned less promptly than are those in the off campus course.

91. Papers or reports in the on campus course are graded on a less strict scale than are those in the off campus course.

★ ★ ★ ★

All Responses Are Confidential And
Will Be Seen Only By The Investigator

ON CAMPUS COURSE

92. Papers or reports in the on campus course stimulate an increase of interest in the subject matter to a lesser degree than do those in the off campus course.

93. The overall quality of papers and reports of the on campus course is of a lower quality than those of the off campus course.

* * * *

All Responses Are Confidential And
Will Be Seen Only By The Investigator

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONNAIRE

Northern Illinois University

Spring 1975

Dear N.I.U. Student:

The College of Continuing Education and the Graduate Studies in Adult-Continuing Education Program at Northern Illinois University are in the process of gathering information to aid in the administration of the Extension Program.

A sample of students who are enrolled in a course taught on campus and the same course taught off campus by the same instructor during this semester has been chosen to be given this questionnaire. You are one of these students. It will be most helpful if you will take a few minutes to complete the enclosed questionnaire.

When you complete the questionnaire, please return it to the instructor and place the answer sheet in the large manila envelope marked RESPONSES - ON AND OFF CAMPUS. The instructor will then seal this envelope in your presence.

All responses are to be confidential and will be seen only by the investigator.

Thank you for your help and cooperation.

Cordially,

Frank Spikes

Frank Spikes
Doctoral Candidate in
Adult-Continuing Education

Graduate Studies
in Adult-Continuing
Education

Gabel Hall 160
DeKalb, Illinois 60115

815 753-1448

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SECTION ONE

DIRECTIONS: Please mark the blank on your answer sheet which corresponds to the appropriate response to each question in this section. PLEASE DO NOT USE THE "0" BLANK ON THE RESPONSE SHEET. USE A #2 PENCIL TO COMPLETE THE RESPONSE SHEET.

1. Age

   1) 20 or Under 2) 21-30 3) 31-40 4) 41-50 5) 51 or Over

2. Sex

   1) Male 2) Female

3. Educational Level/Highest Degree Received

   1) High School Diploma or Associate Degree 2) Bachelors Degree 3) Masters Degree

   4) Certificate of Advanced Study 5) Doctorate 6) Other

4. University Status

   1) Undergraduate Student; Freshman or Sophomore

   2) Undergraduate Student; Junior or Senior

   3) Graduate Student Without Masters Degree

   4) Graduate Student With Masters Degree

* * * *

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5. College of Enrollment: Which of the following colleges do you consider to be your major area of study?

1) Liberal Arts & Sciences
Includes departments of:

Anthropology
Biological Sciences
Chemistry
Economics
English
Foreign Languages & Literatures
Geography
Geology
History
Journalism
Mathematical Sciences
Philosophy
Political Science
Psychology
Sociology
Speech Communication

2) Professional Studies
Includes departments of:

Allied Health Professions
Communication Disorders
Home Economics
Industry & Technology
Library Science
Nursing

3) Visual & Performing Arts
Includes departments of:

Art
Music
Theater Arts

4) Business
Includes departments of:

Accountancy
Business Education & Administrative Services
Finance
Management
Marketing

5) Education
Includes departments of:

Educational Administration & Services
Elementary Education
Secondary Professional Education
Outdoor Teacher Education
Physical Education for Men
Physical Education for Women
Special Education

6) Approximate Current Cumulative Grade Point Average

1) 3.50-4.00 2) 3.00-3.49 3) 2.50-2.99 4) 2.00-2.49

5) 1.99 or less

7) The location of the course in which this questionnaire is being administered is:

1) On Campus 2) Off Campus

* * * *

All Responses Are Confidential And
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8. Which of the following best describes the primary reason for your attending this course?

   1) To enrich my life by learning, to become a better informed person, or to satisfy a desire to learn something new.

   2) To be able to better compete with others, to become better qualified for my present job, or to obtain a better job or gain credit for a degree.

   3) To get along better with people, to understand human nature, to prepare for some kind of service to help other people, or to broaden my outlook on the problems of society.

   4) To improve my spiritual well-being, to be better able to serve a church, or to witness to others about my faith.

SECTION TWO

DIRECTIONS: Please respond to each of the following phrases in terms of the degree to which you feel they characterize the professor in this course. Use the following response continuum:

1	2	3	4	5	6
Strongly Disagree	Dis-agree	Mildly Disagree	Mildly Agree	Agree	Strongly Agree

A. STUDENT PERCEPTIONS OF THE PROFESSOR

9. Defines the students' responsibilities in the course.

10. Emphasizes learning, rather than teaching for the test or "good grade."

11. Gives lecture presentation suitable for subject matter.

12. Is aware of the complications and conflicts met by individual students.

13. Encourages individual achievement by helpful advice.

14. Treats students as mature individuals.

15. Maintains discipline.

16. Adjusts to student level of comprehension.

* * * *

All Responses Are Confidential And
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17. Expands awareness by presenting alternative answers to questions.
18. Recognizes his own limitations.
19. Shows awareness of individual student product and progress.
20. Introduces new ideas and points of view.
21. Honestly deals with matters about which adequate information is not available.
22. Returns written assignments punctually.
23. Can view problems and situations through the eyes of the students.
24. Maintains interest of both fast and slow learners.
25. Encourages creative thinking.
26. Utilizes test feedback.
27. Makes objectives clear.
28. Uses examples and illustrations well to get across difficult points.
29. Communicates enthusiasm.
30. Encourages independent thinking.
31. Is available for personal help
32. Takes personal interest in class progress.
33. Respects questions and opinions of students.
34. Prepares adequately for class presentation.
35. Explains new or difficult concepts.
36. Maintains organization with meaningful sequence of material.
37. Gives sufficient detail to make generalizations meaningful.
38. Delivers lectures and presents information effectively.
39. Has useful lecture content.
40. Presents material at a proper speed.
41. Treats class members as individuals.

* * * *

All Responses Are Confidential And
Will Be Seen Only By The Investigator

42. Stimulates and motivates students.

43. Tolerates disagreement.

44. Encourages expression of opinion and questions in class.

45. Makes a contribution of ideas not available in readings.

46. Coordinates lectures with other components such as reading, labs, and other classroom teaching techniques.

47. Has good balance of both breadth and detail of the subject.

48. Synthesizes, integrates, and summarizes effectively.

49. Accepts criticism when it is valid.

50. Effectively uses principles of good speech.

51. Exhibits a sense of humor.

52. Outlines direction of course adequately at the beginning of the semester.

53. Tests student grasp of material before progressing.

54. Teaches at appropriate intellectual level for the class.

DIRECTIONS: Please respond to the statements in each of the following sections in terms of how characteristic they are of the course you are currently taking. Use the following response continuum:

1	2	3	4	5	6
Strongly Disagree	Dis-agree	Mildly Disagree	Mildly Agree	Agree	Strongly Agree

B. STUDENT PERCEPTIONS OF THE COURSE, TEXT, AND READINGS

55. The text is essential to the course.

56. The course difficulty is appropriate to the intellectual ability of all students.

57. The reading and other learning assignments help to integrate facts and develop generalizations.

58. The class is not overcrowded.

* * * *

All Responses Are Confidential And
Will Be Seen Only By The Investigator

59. The readings are assigned in sequence with the lecture material.

60. The text is comprehensive in explaining and describing the subject matter of the course.

61. The course should remain in the curriculum.

62. The reading and other assignments are not beyond reasonable length.

63. The assignments are worthwhile.

64. The course is well-organized.

65. The text is related to the lectures.

C. STUDENT PERCEPTIONS OF EXAMINATIONS

66. The exams reflect the material emphasized in the course.

67. The exam dates are announced early enough to give sufficient time for preparation.

68. The exam questions are clear.

69. There is comprehensive coverage of the subject matter on the exams.

70. The exams cover material on which the students expect to be tested.

71. There is sufficient time given to complete the exams.

72. The exams are graded fairly.

73. The exams are promptly returned.

74. The exams are fair tests of achievement.

D. STUDENT PERCEPTIONS OF PAPERS AND REPORTS

75. The number and size of the papers or lab reports is appropriate.

76. The papers or lab reports are graded fairly.

77. The papers or lab reports are challenging and worthwhile.

78. The papers or lab reports stimulate an increase of interest in the subject matter.

79. The papers or lab reports stimulate development of new ideas.

* * * *

All Responses Are Confidential And
Will Be Seen Only By The Investigator

80. The papers or lab reports are returned promptly.

81. The professor permits enough freedom in choosing the topics for papers.

SECTION THREE

One way in which Northern Illinois University and the College of Continuing Education helps people to be informed about its course offerings is through printed pamphlets, catalogs, and bulletings. It is important that these materials be easily readable. To provide guidance in the development of this material, please complete this final section.

Listed below are fifteen words, not all of which you may be familiar with. For each word, mark the blank on your answer sheet that corresponds to the word in the list of four following it that means the SAME as the first word. If you do not know, GUESS. Please work quickly and answer all fifteen items.

SAMPLE: Happy
dull. . . . 1 ( )
seem. . . . 2 ( )
glad. . . . 3 (X)
fast. . . . 4 ( )

82.	edict	(1) fiat	(2) talk	(3) root	(4) oust
83.	genre	(1) peer	(2) waft	(3) sort	(4) norm
84.	trawl	(1) boat	(2) fish	(3) cape	(4) sing
85.	heart	(1) beat	(2) draw	(3) core	(4) vein
86.	taint	(1) deny	(2) spot	(3) fill	(4) fall
87.	topic	(1) text	(2) wide	(3) term	(4) book
88.	niter	(1) soda	(2) late	(3) bomb	(4) show
89.	helot	(1) rise	(2) hail	(3) evil	(4) serf
90.	girth	(1) wide	(2) band	(3) awry	(4) glee
91.	hokum	(1) clod	(2) lout	(3) bunk	(4) doze
92.	levee	(1) raze	(2) lift	(3) flat	(4) dike
93.	force	(1) cope	(2) grit	(3) dint	(4) wade

* * * *

All Responses Are Confidential And
Will Be Seen Only By The Investigator

94. stern	(1) rear	(2) glum	(3) rage	(4) shop
95. butte	(1) goat	(2) goad	(3) soft	(4) hill
96. suave	(1) leak	(2) prig	(3) oily	(4) lean

* * * *

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONNAIRE

MIDWESTERN STATE UNIVERSITY

SURVEY

DIVISION OF CONTINUING EDUCATION
Midwestern State University

1. Your age: _____

2. How did you hear about Continuing Education Program? (Check all applicable)
   ____ Newspaper Ad
   ____ Radio
   ____ T.V.
   ____ Mail out Flyer
   ____ Other -- please explain:

3. How would you rate your Continuing Education course?
   ____ Superficial
   ____ About right
   ____ Too complicated

   Instructor?
   ____ weak
   ____ adequate
   ____ excellent

4. Suggestions for other courses:

5. What motivated you to come back to school?

6. Has this course fulfilled your expectations?
   ____less than expected
   ____about what expected
   ____better than expected

7. After taking one of our courses would you be willing to take further Continuing Education courses?

8. Would a child care facility be of use to you?

9. Comments for improving the program, please.

10. Title of course now taking. _____

TEXAS EASTERN UNIVERSITY

TEXAS EASTERN UNIVERSITY STUDENT OPINION SURVEY

Instructor's Name _____ Course Name and Number _____

The purpose of this survey is to obtain your opinion as to the effectiveness of your instructor and Texas Eastern University. The information the instructor receives will not identify any student individually. For each item, respond by coloring heavily the corresponding circle with a pencil.

PART I - STUDENT OPINION OF INSTRUCTION

		Outstanding	Above Average	Average	Below Average	
1.	Your instructor's attitude toward students was	1. (A)	(B)	(C)	(D)	(
2.	Inspires class confidence in his knowledge of subject	2. (A)	(B)	(C)	(D)	(
3.	Has given me new viewpoints or appreciations	3. (A)	(B)	(C)	(D)	(
4.	Is clear and understandable in his explanations	4. (A)	(B)	(C)	(D)	(
5.	Helpful to students outside of class	5. (A)	(B)	(C)	(D)	(
6.	Your instructor was prompt and attended regularly	6. (A)	(B)	(C)	(D)	(
7.	Student's freedom to ask questions, express their ideas, etc.....	7. (A)	(B)	(C)	(D)	(
8.	Relevance of test questions to the material emphasized in the text and lectures?	8. (A)	(B)	(C)	(D)	(
9.	Compared to all college instructors you have had, how would you rate this instructor as a teacher?	9. (A)	(B)	(C)	(D)	(
10.	Overall rating for the subject matter or content of the course	10. (A)	(B)	(C)	(D)	(

11. Additional comments concerning strengths and/or weaknesses of the instructor _____

PART II - STUDENT OPINION OF TEXAS EASTERN UNIVERSITY

A. List below any of your favorable impressions concerning the plans and/or programs of Texas Eastern University _____

B. List below any of your unfavorable impressions concerning the plans and/or programs of Texas Eastern University _____

C. Additional comments _____

TEXAS A&I UNIVERSITY

CONTINUING EDUCATION

TEACHING EVALUATION QUESTIONNAIRE

Course _____ Number _____ Location _____ Date _____

This questionnaire will allow you to give your opinion on this course. Your honest and objective answers will help the instructor to plan in the future a more objective and relevant course. Read each statement carefully and circle the appropriate response. Your evaluation will remain completely anonymous. When you have completed your evaluation, please submit it to the class/member who has been designated director of the evaluation process for direct mailing to the Center for Continuing Education at Texas A&I University in Kingsville.

Section I

Key for Evaluation				
A. Uncertain	B. Strongly agree	C. Agree	D. Disagree	E. Strongly disagree

Subject Matter

A B C D E 1. The instructor appears to possess knowledge of his subject.

Course Organization

A B C D E 2. The instructor announced clearly the objectives and plans for the course.
A B C D E 3. The instructor was well prepared for most classes.

Communication

A B C D E 4. The instructor presented course material in an interesting fashion.
A B C D E 5. The instructor put across ideas effectively.

Encouragement to Thinking

A B C D E 6. The instructor inspired students' enthusiasm in the subject.
A B C D E 7. The instructor encouraged class discussions and questions.

Student-Instructor Relationships

A B C D E 8. The instructor was prompt in meeting classes.
A B C D E 9. The instructor seemed to respect students as individuals.

Quizzes and Examinations

A B C D E 10. Evaluations in this course have been a meaningful learning experience.

Section II

11. Compared to other courses I have taken I would give this course an over-all rating of (A) one of the best/top 10%; (B) better than most/top 20%; (C) average; (D) not as good as most/lowest 20%; (E) one of the worst/lowest 10%.
12. My background for this course was
(A) excellent; (B) good; (C) fair; (D) poor; (E) very poor.
13. In comparison to other courses taken(or being taken) in college, I consider this course (A) most difficult; (B) difficult; (C) about average; (D) easy; (E) very easy.
14. In comparison to other courses taken(or being taken) in college, the standards of this course were
(A) one of the highest; (B) higher than most; (C) average; (D) not as high as most; (E) one of the lowest.

Section III

15. Compared to other instructors I have had I would vote this instructor in this course as (A) one of the most effective/top 10%; (B) more effective than most/top 20%; (C)Average; (D) not as effective as most/lowest 20%; (E) one of least effective/lowest 10%.

Section IV

16. I took this course because it was:
(A) a general graduation requirement not related to my field/s of interest.
(B) a requirement for a major, minor, certificate, or professional degree plan of studies.
(C) a "recommended" elective.
(D) a free elective which counts toward a degree.
(E) a course I wish to take. No degree involved.
17. I am a
(A) graduate or post graduate student.
(B) undergraduate
(C)

UNIVERSITY OF TEXAS
HEALTH SCIENCE CENTER
OF SAN ANTONIO

COURSE EVALUATION QUESTIONNAIRE

Topic: _____

Please rate each of the applicable items for the workshop/seminar you attended by circling the number which most accurately reflects your opinion. Circle NA for all items not applicable.

	Poor	Fair	Good	Excellent
1. Relevance of the topic to your needs	1	2	3	4
2. Appropriateness of content to the topic	1	2	3	4
3. Currency of the content	1	2	3	4
4. Format of the workshop/seminar	1	2	3	4
5. Method of presentation	1	2	3	4
6. Level of presentation	1	2	3	4
7. Clarity of objectives	1	2	3	4
8. Effectiveness of the instruction in meeting objectives	1	2	3	4
9. Usefulness of handouts	1	2	3	4
10. Usefulness of non-print media (e.g. television)	1	2	3	4
11. Choice of instructors	1	2	3	4
12. Adequacy of the bibliography	1	2	3	4
13. Usefulness of pre-course preparation (materials mailed in advance)	1	2	3	4
14. Personal - Social arrangements (e.g. housing arrangements, coffeebreaks, parking)	1	2	3	4

15. Comments and/or suggestions:

Enclosure #2

GALVESTON COLLEGE

GALVESTON COLLEGE

INSTRUCTION RATING SCALE

Note to the Student: Your comments and responses to the questions on this form will be used as a means to improve instruction. Though the instructor will never know the marks you have given him, you should strive to make your ratings reflect fairness to him and honesty from you.

DATE: _____ Name of course being evaluated: _____
(Semester) (Year)

(Leave Blank. For Office Use Only) _____

Strongly Agree. You strongly agree with the statement as it applies to this course or instructor.
Agree. You agree more than you disagree with the statement as it applies to this course or instructor.
Disagree. You disagree more than you agree with the statement as it applies to this course or instructor.
Strongly Disagree. You strongly disagree with the statement as it applies to this course or instructor.
Not Applicable or don't know. The statement does not apply to this course or instructor, or you simply are not able to give a knowledgeable response.

Characteristics of the instructor:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. Being well-prepared for class					
2. Constructing tests which require the student to demonstrate mastery of the course material					
3. Being fair and reasonable to students in evaluation procedures					
4. Communicating effectively at levels appropriate to students					
5. Encouraging intelligent independent thought by students					
6. Motivating students to do their best					
7. Treating students with respect					
8. Acknowledging all questions to the best of his ability					
9. Being able to show practical application of subject matter					
10. Being readily available for consultation with students on academic problems					
11. Encouraging student participation in class					
12. Making written or oral comments on corrected assignments					
13. Identifying his comments which are personal opinion					
14. Indicating the scope and demands of each assignment					
15. Returning graded assignments promptly					
16. Exhibiting a sense of humor without resorting to sarcasm					
17. Presenting organized supplementary course material to students					
18. Explaining grading procedures and standards					
19. Announcing major tests in advance					
20. Beginning and ending classes on time					

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TARLETON STATE UNIVERSITY

Institute of Gerontology

Tarleton State University

Evaluation Sheet

We would appreciate your comments about this conference:

How would you rate your satisfaction with the information you received ? Mark appropriate point on scale.

satisfied	sort of satisfied	dissatisfied

What are three of the best parts of this conference ?

What were three of the worst aspects of this conference ?

What suggestions would you have to improve this ?

Date_____

Signature_____ (if you Wish)

LUBBOCK CHRISTIAN COLLEGE

EVALUATION QUESTIONNAIRE - DEPARTMENT OF CONTINUING EDUCATION

COURSE_____ INSTRUCTOR_____

1. Did you enjoy coming to class? Yes_____ NO _____

2. Do you think that you learned enough in this course to make it worthwhile for you? Yes _____ No _____

3. If not, which of the following was the main reason:

_____Instructor _____Facilities

_____Yourself _____Other

4. Name two good points of this course:
(a.)
(b.)

5. Name two specific points about this course which need improving:
(a.)
(b.)

6. Was your instructor effective? Yes_____ NO _____

7. If not, can you pin-point why he was not?_____

_____

8. Do you think the course was broad enough to suit your needs?
Yes _____ No _____

9. If not, what topics do you think should have been covered? _____

_____

_____

10. Because of your experience in this course, would you take another course of interest to you at LCC? Yes _____ No _____

11. Do you believe that the tuition you paid was reasonable for the amount of instruction you received? Yes _____ No _____

12. If a textbook was used in this course, do you think it was suitable? Yes _____ No _____

13. You can help us improve this course by making additional remarks concerning the good and bad points about it. Please feel free to be completely honest as the confidential nature of this questionnaire will be respected. (Use back of this page.)

SAN ANTONIO COLLEGE

CRITIQUE OF COURSE

Your constructive and candid views on this period of instruction are requested as one means to evaluate and improve this course. Please complete all questions and turn this form in, unsigned.

COURSE: _____

TIME: _____ DATE _____

INSTRUCTOR'S NAME _____

_____

I. GENERAL (Check one item in each question):

a. How much subject matter knowledge did you have before the period of instruction? Extensive_____; Quite a bit_____; General idea_____; None _____.

b. How much did you learn during the length of this course? It was all new to me____; A lot of good information_____; A few good points _____; Nothing new_____.

c. Was the objective of the course made clear to you? Yes____; No_____. How effectively was it met? Objectives clearly reached____; Most of the objective was reached____; Some of the objective was reached____; None of the objective was reached._____.

d. How useful to you is the information or knowledge gained? Very necessary and useful ____; I can use most of it_____; A little of it_____; Of no value_____.

e. On the whole, how do you rate this course and instruction? Execellent_____; Very good_____; Good_____; Fair_____; Poor_____;

II. TECHNIQUES (Check those applicable):

a. Was the time allotted for this class period sufficient: More time needed____; About right_____; Less time_____.

b. Was the training method appropriate for the subject matter? Yes_____; No_____. (If "No," what other method do you recommend?_____

C. How would you rate the overall instructor effectiveness? Excellent_____; Very good_____; Good_____; Fair _____; Poor_____.

(See Reverse Side)

III. REACTIONS:

What other reactions do you have to this course and the instructor?

IV. RECOMMENDATIONS:

What recommendations can you offer to improve this course?

ST. MARY'S UNIVERSITY

GREAT DECISIONS DISCUSSION

Reaction Form

Please give your honest feelings about the discussion. Open evaluation of the past, and correction in the future, is the way groups can improve their operation.

1. *How general was participation?*

   ( ) *I had the chance to participate just about every time I wanted.*
   ( ) *I felt occasionally frustrated, but participation was generally open.*
   ( ) *Although I was able to say what I wanted, lots of others looked frustrated.*
   ( ) *Conversation was monopolized by only a few people.*
   ( ) *Other? (write in)*

2. *How did the group treat individual statements?*

   ( ) *Every time someone spoke, he got some response.*
   ( ) *People occasionally spoke without paying attention to what the preceding person had said.*
   ( ) *People almost never got a response to what they said; no one seemed to listen to anyone else.*
   ( ) *Other? (write in)*

3. *How interested were you?*

   ( ) *No one seemed very interested in what we talked about, including myself.*
   ( ) *Though the rest of the group seemed interested, I was only occasionally interested.*
   ( ) *There were some dull spots, but on the whole I was interested in everything we discussed.*
   ( ) *It was one of the most consistently interesting discussions I have ever attended.*
   ( ) *Other? (write in)*

4. *How organized was the discussion?*

   ( ) *Very well organized. I was always clear about what we were doing.*
   ( ) *Got a little confused at times, but we always got back.*
   ( ) *Often confused; we could use more planning.*
   ( ) *Drifted aimlessly, no one ever seemed to know what was going on.*
   ( ) *Other? (write)*

5. *What "tone" predominated in the discussion?*

   ( ) *Angry and emotional.*
   ( ) *Apathetic and passive.*
   ( ) *Stormy at times, but often thoughtful.*
   ( ) *Lively and fun, but seldom useful.*
   ( ) *Objective and thoughtful.*
   ( ) *Other? (write in)*

6. *How much use was made of background material?*

   ( ) *Everyone seemed to have read the "Great Decisions" Booklet;*
   ( ) *there was consistent reference to it.*
   ( ) *Most people seemed to have read the material, but there was only occasional reference to it.*

GREAT DECISIONS DISCUSSION cont'd

( ) It is hard to tell whether anyone read it; everyone seemed to be operating on his own opinions.
( ) Other? Whrite in.

7. How openly did you express your feelings about the course of the discussion?

( ) I was unhappy about the way things were going many times, but didn't want to say anything.
( ) When I thought things weren't going well, I expressed my feelings, but nothing happened.
( ) When I thought things weren't going well, I expressed the feeling and it helped the discussion go better.
( ) The discussion went so well that all my feelings were positive.
( ) Other? Write in.

8. Do you have any suggestions for making the next session more productive. Note them here.

Temple University

Faculty and Course Evaluation Instrument

FACULTY EVALUATION INSTRUMENT

1. Sex:
   a. Male
   b. Female

2. Class standing:
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Graduate

Please answer one of the following two questions identifying your College of Enrollment:

3.
   a. Business Administration
   b. Education
   c. Liberal Arts
   d. Allied Health Professions
   e. Communications & Theatre

4.
   a. Law
   b. Music
   c. School of Art
   d. Medicine
   e. Dentistry

5. Approximate cumulative G.P.A. (for all courses taken toward the degree on which you are now working):

   a. 3.50 - 4.00
   b. 3.00 - 3.49
   c. 2.50 - 2.99
   d. 2.00 - 2.49
   e. 1.99 and lower

6. Is the course which you are evaluating in your major area?

   a. Yes
   b. No

7. Expected grade in this course:

   a. A
   b. B
   c. C
   d. D
   e. F

8. Number of courses you have taken in this Department:

   a. One
   b. Two
   c. Three
   d. Four
   e. Five or more

9. Approximate G.P.A. for courses taken in this Department only:

   a. 3.50 - 4.00
   b. 3.00 - 3.49
   c. 2.50 - 2.99
   d. 2.00 - 2.49
   e. 1.99 and lower

10. What is your primary reason for taking this course?

    a. College requirement
    b. Basic Studies requirement
    c. Required for major
    d. Free elective
    e. other

Salary

PLEASE RESPOND TO EACH OF THE FOLLOWING PHRASES IN TERMS OF THE DEGREE TO WHICH YOU FEEL THEY CHARACTERIZE THE TEACHER IN THIS COURSE. USE THE FOLLOWING RESPONSE CONTINUUM:

1	2	3	4	5
Very Uncharacteristic				Very Characteristic

Section 1 - Lecturer

11. Defines the students' responsibilities in the course.

12. Emphasizes learning, rather than teaching for the test or "good grade."

13. Gives lecture presentation suitable for subject matter.

14. Is aware of the complications and conflicts met by individual students.

15. Encourages individual achievements by helpful advice.

16. Treats students as mature individuals.

17. Maintains class discipline.

18. Adjusts to class level of comprehension.

19. Expands awareness by presenting alternative answers to questions.

20. Recognizes his own limitations.

21. Shows awareness of individual student product and progress.

22. Introduces new ideas and points of view.

23. Honestly deals with matters about which adequate information is not available.

24. Returns classwork punctually.

25. Can view problems and situations through the eyes of the students.

26. Maintains interest of both fast and slow learners.

27. Encourages creative thinking.

28. Utilizes test feedback.

29. Makes objectives clear.

30. Uses examples and illustrations well to get across difficult points.

31. Communicates enthusiasm.

32. Encourages independent thinking.

33. Knows what is difficult and clarifies.

34. Is available for personal help.

35. Takes personal interest in class progress.

36. Respects questions and opinions of students.

37. Prepares adequately for class presentation.

38. Explains new or difficult concepts.

39. Maintains organization with meaningful sequence of material.

40. Gives sufficient detail to make generalizations meaningful.

41. Delivers lectures effectively.

42. Has good lecture content.

43. Presents material at a proper speed.

44. Treats class members as individuals.

45. Stimulates and motivates students.

46. Encourages students to think.

47. Tolerates disagreement.

48. Encourages verbal expression of opinion and questions in class.

49. Makes a contribution of ideas not available in readings.

50. Coordinates lectures with other components such as reading and labs.

51. Has good balance of both breadth and detail of the subject.

52. Synthesizes, integrates, and summarizes effectively.

53. Presents material at a reasonable speed for proper understanding.

54. Accepts criticism when it is valid.

55. Effectively uses principles of good speech.

56. Exhibits a sense of humor.

57. Outlines direction of course adequately at the beginning of the semester.

58. Tests student grasp of material before progressing.

59. Teaches at appropriate intellectual level for the class.

PLEASE RESPOND TO THE STATEMENTS IN EACH OF THE FOLLOWING SECTIONS IN TERMS OF HOW CHARACTERISTIC THEY ARE OF THE COURSE YOU ARE CURRENTLY EVALUATING. USE THE FOLLOWING RESPONSE CONTINUUM:

1	2	3	4	5
Very Uncharacteristic				Very Characteristic

Section 2 - Course, Text, and Readings

60. The text is essential to the course.

61. The course difficulty is appropriate to the intellectual ability of all students.

62. The reading assignments help to integrate facts and develop generalizations.

63. The class is not overcrowded.

64. The readings are assigned in sequence with the lecture material.

65. The text is comprehensive in explaining and describing the subject matter of the course.

66. The course should remain in the curriculum.

67. The reading assignments are not beyond reasonable length.

68. The reading assignments are worthwhile.

69. The course is well-organized.

70. The text is related to the lectures.

71. The professor informs students of current outside activities related to course matter.

Section 3 - Examinations

72. The exams reflect the material emphasized in the course.

73. The exam dates are announced early enough to give sufficient time for preparation.

74. The exam questions are clear.

75. There is comprehensive coverage of the subject matter on the exams.

76. The exams cover material on which the students expect to be tested.

77. There is sufficient time given to complete the exams.

78. The exams are graded fairly.

79. The exams are promptly returned.

80. The exams are fair tests of achievement.

Section 4 - Papers and Reports

81. The number and size of the papers or lab reports is appropriate.

82. The papers or lab reports are graded fairly.

83. The students are given creative freedom in writing papers or lab reports.

84. The papers or lab reports are challenging and worthwhile.

85. The papers or lab reports stimulate an increase of interest in the subject matter.

86. The papers or lab reports stimulate development of new ideas.

87. The papers or lab reports are returned promptly.

88. The professor permits enough freedom in choosing the topics for papers.

Section 5 - Recitation

89. All students are given an equal chance to participate in recitation.

90. The students' recitation classes are as informative as the professor's lecture classes.

91. The number of student recitation classes is in proper ratio to regular lecture classes.

92. The professor offers helpful guidance in the preparation of recitation.

Section 6 - Labs

93. The lab proctors have adequate knowledge of the subject matter.

94. The labs have adequate facilities.

95. The lab projects are properly prepared by professor and proctor.

96. The lab proctors are well informed of class requirements.

97. The lab assignments parallel the course material.

98. The labs are worthwhile supplements to the course.

99. Sufficient lab time is allotted to properly cover assignments.

100. The labs are interesting and stimulating.

APPENDIX B:

SELECTED ERIC REFERENCES AND ABSTRACTS

Included in this section are selected references, attendant abstracts and related retrieval information of various educational documents as found in the ERIC System through the Clearinghouse in Career Education.

PUBLICATION DATE.. SEP66

TITLE.. EVALUATION OF A GRADUATE PROFESSIONAL IMPROVEMENT PROGRAM, 1965-1966.

PERSONAL AUTHOR.. KANUN, CLARA

DESCRIPTOR.. AGRICULTURAL PERSONNEL; DATA ANALYSIS; EDUCATIONAL NEEDS; EMPLOYER ATTITUDES; *EXTENSION AGENTS; FACULTY EVALUATION; INDUSTRIAL PERSONNEL; OFF CAMPUS FACILITIES; *PROFESSIONAL CONTINUING EDUCATION; PROFESSIONAL TRAINING; *PROGRAM EVALUATION; QUESTIONNAIRES; STUDENT REACTION; UNIVERSITY EXTENSION

IDENTIFIER.. MINNEAPOLIS; PARTICIPANT DATA; ST. PAUL

DESCRIPTIVE NOTE.. 46P.

ABSTRACT.. TO EVALUATE THE GRADUATE PROFESSIONAL IMPROVEMENT PROGRAM, JOINTLY SPONSORED BY THE GENERAL EXTENSION DIVISION AND THE INSTITUTE OF AGRICULTURE OF THE UNIVERSITY OF MINNESOTA, THE INVESTIGATORS ADMINISTERED A SURVEY QUESTIONNAIRE TO PARTICIPANTS, THEIR EMPLOYERS, AND THE FACULTY. PARTICIPANTS WERE SURVEYED BOTH BEFORE AND AFTER THEIR COURSES, WHICH INCLUDED GRADUATE DEGREE CREDIT COURSES, CERTIFICATE CREDIT COURSES, AND NONCREDIT SEMINARS. THE PARTICIPANTS WERE PROFESSIONAL WORKERS IN THE FIELDS OF AGRICULTURE AND AGRICULTURAL EDUCATION, SUCH AS EXTENSION PERSONNEL, AGRICULTURAL TEACHERS, HOME ECONOMICS TEACHERS, FORESTRY PERSONNEL, AND PROFESSIONAL EMPLOYEES IN AGRIBUSINESS AND INDUSTRY. ALTHOUGH THERE WAS A CONSENSUS THAT THE COURSES FULFILLED THE STUDENTS' EXPECTATIONS AND EDUCATIONAL NEEDS, MORE INVESTIGATION IS NEEDED BEFORE A FINAL DECISION CAN BE MADE ABOUT THE PROGRAM SINCE THE ENROLLMENT WAS CONSIDERED TO BE LIMITED AND UNREPRESENTATIVE. (JA)

INSTITUTION NAME.. MINNESOTA UNIV., MINNEAPOLIS. INST. OF AGRICULTURE.; MINNESOTA UNIV., ST. PAUL. GENERAL EXTENSION DIV.

****END OF ABSTRACT****

PUBLICATION DATE.. AUG66

TITLE.. CORRESPONDENCE STUDY EVALUATION PROJECT, STAGE 1.

PERSONAL AUTHOR.. BALL, SANDRA J. ; AND OTHERS

DESCRIPTOR.. CORRESPONDENCE COURSES; *CORRESPONDENCE STUDY; DATA ANALYSIS; DROPOUT RESEARCH; *PARTICIPANT SATISFACTION; PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; QUESTIONNAIRES; RESEARCH; STUDENT ATTITUDES; UNIVERSITY EXTENSION

IDENTIFIER.. SEATTLE

DESCRIPTIVE NOTE.. 51P.

ABSTRACT.. AN ANALYSIS OF DATA COLLECTED FROM STUDENT REGISTRATION CARDS AND THE FORMULATION OF A STUDENT QUESTIONNAIRE CONSTITUTE THE FIRST PART OF A THREE-STAGE LONG-RANGE RESEARCH PROJECT TO EVALUATE A UNIVERSITY CORRESPONDENCE STUDY PROGRAM. THE DATA ANALYSIS DESCRIBES THE POPULATION OF CORRESPONDENCE STUDENTS IN TERMS OF RELEVANT INDIVIDUAL AND SOCIAL CHARACTERISTICS AND CORRELATES SOME OF THESE VARIABLES WITH COMPLETION OR NONCOMPLETION OF CORRESPONDENCE COURSES. THE VARIABLES ARE AGE, SEX, OCCUPATION, LEVEL OF EDUCATION, REASON FOR TAKING COURSE, GRADE TYPE OF COURSE, LEVEL OF COURSE, FORM OF FINANCIAL SUPPORT, TIME FOR COURSE COMPLETION, COURSE GRADE, AND EDUCATIONAL ATTENDANCE HISTORY. THE STUDENT QUESTIONNAIRE COVERS STUDENT ATTITUDES AND COURSE CHARACTERISTICS. A COPY OF THE QUESTIONNAIRE IS FOLLOWED BY DESCRIPTIONS OF ITS ITEMS. THE DOCUMENT INCLUDES SIX REFERENCES. (JA)

INSTITUTION NAME.. WASHINGTON UNIV., SEATTLE. INST. FOR SOCIOLOGICAL RESEARCH.

****END OF ABSTRACT****

ERICABSTR
ED 010962

ERIC ABSTRACTS FOR
SEARCH NUMBER 1565

PUBLICATION DATE.. AUG66

TITLE.. CORRESPONDENCE STUDY EVALUATION PROJECT, STAGE 1.

PERSONAL AUTHOR.. PALL, SANDRA J. ; AND OTHERS

DESCRIPTOR.. CORRESPONDENCE COURSES; *CORRESPONDENCE STUDY; DATA ANALYSIS; DROPOUT RESEARCH; *PARTICIPANT SATISFACTION; PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; QUESTIONNAIRES; RESEARCH; STUDENT ATTITUDES; UNIVERSITY EXTENSION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 51P.

ABSTRACT.. AN ANALYSIS OF DATA COLLECTED FROM STUDENT REGISTRATION CARDS AND THE FORMULATION OF A STUDENT QUESTIONNAIRE CONSTITUTE THE FIRST PART OF A THREE-STAGE LONG-RANGE RESEARCH PROJECT TO EVALUATE A UNIVERSITY CORRESPONDENCE STUDY PROGRAM. THE DATA ANALYSIS DESCRIBES THE POPULATION OF CORRESPONDENCE STUDENTS IN TERMS OF RELEVANT INDIVIDUAL AND SOCIAL CHARACTERISTICS AND CORRELATES SOME OF THESE VARIABLES WITH COMPLETION OR NONCOMPLETION OF CORRESPONDENCE COURSES. THE VARIABLES ARE AGE, SEX, OCCUPATION, LEVEL OF EDUCATION, REASON FOR TAKING COURSE, GRADE TYPE OF COURSE, LEVEL OF COURSE, FORM OF FINANCIAL SUPPORT, TIME FOR COURSE COMPLETION, COURSE GRADE, AND EDUCATIONAL ATTENDANCE HISTORY. THE STUDENT QUESTIONNAIRE COVERS STUDENT ATTITUDES AND COURSE CHARACTERISTICS. A COPY OF THE QUESTIONNAIRE IS FOLLOWED BY DESCRIPTIONS OF ITS ITEMS. THE DOCUMEN INCLUDES SIX REFERENCES. (JA)

****END OF ABSTRACT****

PUBLICATION DATE.. APR67

TITLE.. PREDICTION OF ADULT EDUCATORS' ATTITUDES TOWARD INSTITUTIONAL CHANGES. FINAL REPORT.

PERSONAL AUTHOR.. APEL, JOHN D.

DESCRIPTOR.. ADOPTION (IDEAS); *ADULT EDUCATORS; *ATTITUDES; BEHAVIOR PATTERNS; BEHAVIOR THEORIES; DOGMATISM; *EDUCATIONAL PROGRAMS; FACTOR ANALYSIS; *ORGANIZATIONAL CHANGE; PERSONALITY STUDIES; PERSONAL VALUES; *PREDICTION; PREDICTIVE VALIDITY; RESEARCH; STATISTICAL DATA; UNIVERSITY EXTENSION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 25P.

ABSTRACT.. MAINTAINING FLEXIBILITY IN EDUCATIONAL PROGRAMING, NECESSARY TO MEET THE CHANGING NEEDS AND SOCIAL PROBLEMS OF THE ADULT STUDENT, CALLS FOR STAFF MEMBERS' WILLINGNESS TO ADAPT TO CHANGE. THUS, PREDICTING THE ATTITUDES OF ADULT EDUCATORS TOWARD INSTITUTIONAL CHANGE IS A SIGNIFICANT CONCERN. THIS RESEARCH TESTED THE NOTION, DRAWN FROM PSYCHOLOGICAL, SOCIOLOGICAL, AND ADMINISTRATIVE THEORY, THAT AN INDIVIDUAL'S PERSONALITY OR VALUE SYSTEM IS A LESS ADEQUATE MEASURE OF HIS ATTITUDE TOWARD CHANGE THAN IS HIS PERCEPTION OF THE EFFECTS OF CHANGE ON HIS PERSONAL INTERESTS AND INSTITUTIONAL GOALS. DATA, COLLECTED BY MEANS OF A QUESTIONNAIRE ADMINISTERED TO 406 STAFF MEMBERS OF THE UNIVERSITY OF MISSOURI EXTENSION DIVISION, WERE ANALYZED STATISTICALLY BY FACTOR ANALYSIS. THE ROKEACH DOGMATISM SCALE WAS THE PERSONALITY DIMENSION. RESULTS INDICATED THAT, WHILE ATTITUDE TOWARD CHANGE IN GENERAL MAY VARY FROM PERSON TO PERSON, MOST PEOPLE CONSISTENTLY REACT IN DIFFERENT WAYS TO DIFFERENT CHANGES RATHER THAN AUTOMATICALLY REJECTING OR ACCEPTING ALL CHANGE. THE RELATIVE IMPORTANCE EACH ATTACHES TO DIFFERENT ASPECTS OF THE "GOODNESS" OR "BADNESS" OF EACH CHANGE IS PARAMOUNT. (AJ)

****END OF ABSTRACT****

UBLICATION DATE.. MAY64

ITLE.. PROGRAMMED LEARNING IN EXTENSION TRAINING, A COMPARISON OF THE EFFECTIVENESS OF PROGRAMMED SELF-INSTRUCTION AND WORKSHOP INSTRUCTION.

ERSONAL AUTHOR.. HYMAN, THEODORE M.; MARSH, C. PAUL

ESCRIPTOR.. AGRICULTURAL EDUCATION; COMPARATIVE ANALYSIS; EDUCATIONAL NEEDS; *EXTENSION AGENTS; *EXTENSION EDUCATION; INSERVICE TEACHER EDUCATION; LEARNING; *PROGRAMED INSTRUCTION; *RADIO; SELF CONCEPT; TEACHER ATTITUDES; TEACHING METHODS; *WORKSHOPS

DRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

ESCRIPTIVE NOTE.. 23P.

BSTRACT.. TO COMPARE PROGRAMED SELF-INSTRUCTION WITH THE WORKSHOP METHOD THE FOLLOWING HYPOTHESES WERE TESTED--(1) PROGRAMED SELF-INSTRUCTION IS AS EFFECTIVE AS THE WORKSHOP IN INCREASING THE EXTENSION AGENTS' KNOWLEDGE OF RADIO AS AN EXTENSION TEACHING METHOD, (2) PROGRAMED SELF-INSTRUCTION IS AS EFFECTIVE AS THE WORKSHOP METHOD IN DEVELOPING MORE POSITIVE ATTITUDES TOWARD THE USE OF RADIO, (3) PROGRAMED SELF-INSTRUCTION CHANGES EXTENSION AGENTS' SELF CONCEPT OF THEIR ABILITY TO DO RADIO TEACHING AS MUCH AS THE WORKSHOP METHOD, AND (4) AGENTS PARTICIPATING IN PROGRAMED SELF-INSTRUCTION IN RADIO WILL FEEL THAT SUCH SELF-INSTRUCTION SHOULD BE WIDELY USED IN INSERVICE TRAINING IN OTHER SUBJECT AREAS. PARTICIPATING AGENTS, A RANDOM SAMPLING FROM NAMES CHOSEN ON THE BASIS OF QUESTIONNAIRE RESPONSES FROM COUNTY CHAIRMEN, WERE DIVIDED INTO SELF-INSTRUCTION AND WORKSHOP GROUP, EACH COMPOSED OF EQUAL NUMBERS OF EACH SEX AND OF NEW AND EXPERIENCED AGENTS. BOTH GROUPS WERE PRE- AND POSTTESTED. FINDINGS SHOWED THAT PROGRAMED SELF-INSTRUCTION WAS AS EFFECTIVE AS WORKSHOP INSTRUCTION IN (1) INCREASING EXTENSION AGENTS' KNOWLEDGE OF RADIO, (2) DEVELOPING MORE POSITIVE ATTITUDES TOWARD THE USE OF RADIO IN EXTENSION TEACHING AND (3) CHANGING THE AGENTS' CONCEPT OF THEIR ABILITY TO DO RADIO TEACHING. PROGRAMED INSTRUCTION SEEMS TO OFFER POSSIBILITIES IN INSERVICE TRAINING BY ELIMINATING DIFFICULTIES CAUSED BY DISTANCE, VARYING EXPERIENCE AND LEVELS OF KNOWLEDGE, AND DELAY IN GETTING NEW AGENTS INTO GROUP TRAINING. (WB)

****END OF ABSTRACT****

PUBLICATION DATE.. 66

TITLE.. THE EFFECTIVENESS OF UNIVERSITY MANAGEMENT DEVELOPMENT PROGRAMS.

PERSONAL AUTHOR.. ANDREWS, KENNETH R. ; AND OTHERS

DESCRIPTOR.. *ADMINISTRATIVE PERSONNEL; CHANGING ATTITUDES; COSTS; EDUCATIONAL METHODS; EMPLOYMENT LEVEL; HISTORICAL REVIEWS; INVESTIGATIONS; JOB SKILLS; *MANAGEMENT DEVELOPMENT; *OFF THE JOB TRAINING; PARTICIPANT CHARACTERISTICS; PARTICIPANT SATISFACTION; *PROGRAM EVALUATION; PROGRAM LENGTH; QUESTIONNAIRES; RECREATIONAL ACTIVITIES; STATISTICAL DATA; SURVEYS; *UNIVERSITY EXTENSION

ABSTRACT.. THE REACTIONS OF 6,000 BUSINESS EXECUTIVES TO FORMAL UNIVERSITY EXECUTIVE DEVELOPMENT PROGRAMS WERE GATHERED BY QUESTIONNAIRE AND A FEW INTERVIEWS. OF THE TOTAL POPULATION, 80 PERCENT REACTED SO FAVORABLY THAT DIFFERENCES IN LENGTH, COSTS, AND QUALITY WERE ALMOST OBSCURED. OF SEVEN ACTIVITIES, THEY RANKED CLASS SESSIONS FIRST, THEN STUDY GROUPS AND INFORMAL DISCUSSIONS. THE EXECUTIVES REPORTED GREATER SELF CONFIDENCE, IMAGINATION, FLEXIBILITY, AND TOLERANCE, AND APPRECIATION OF HUMAN PROBLEMS IN BUSINESS AS A RESULT OF THE PROGRAM. RARER WERE RESPONSES CITING GREATER ANALYTICAL ABILITY AND CHANGED ATTITUDES. PROGRAM LENGTH MAY MAKE THE MOST DIFFERENCE IN IMPACT AND MAY AFFECT THE VOCATIONAL AND INFORMATIONAL QUALITY OF THE PROGRAM. ADMINISTRATORS SHOULD CONSIDER THE REGION TO BE SERVED, SUBJECT MATTER, LEVEL OF PARTICIPANTS, LEVEL OF INTELLECTUAL ATTAINMENT TO BE GAINED, AND THE NATURE OF THEIR RELATIONSHIP WITH SPONSORING COMPANIES. COMPANIES SHOULD REDEFINE THE VALUE OF SHORT UNIVERSITY COURSES IN TERMS OF TOTAL COMPANY EFFORTS IN RECRUITING, DEVELOPING, MOTIVATING, DEPLOYING, AND EVALUATING ITS EXECUTIVE MANPOWER. (APPENDIXES INCLUDE THE QUESTIONNAIRE, SUPPLEMENTARY TABLES, AND NOTES ON METHODOLOGY.) THE DOCUMENT IS AVAILABLE FOR $6.00 FROM THE DIVISION OF RESEARCH, HARVARD BUSINESS SCHOOL, SOLDIERS FIELD, BOSTON, MASS. 02163. 358 PAGES. (AUTHOR/LY)

INSTITUTION NAME.. HARVARD UNIV., BOSTON, MASS. BUSINESS SCHOOL.

****END OF ABSTRACT****

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ERIC ABSTRACTS FOR
SEARCH NUMBER 1565

PAGE C3(
11/01/

PUBLICATION DATE.. 61

TITLE.. AN ANALYSIS OF THE BEHAVIOR OF COUNTY EXTENSION DIRECTORS AS COORDINATORS OF MICHIGAN STATE UNIVERSITY COMMUNITY DEVELOPMENT PROGRAMS.

PERSONAL AUTHOR.. FERVER, JACK CALVIN

DESCRIPTOR.. *ADMINISTRATIVE PERSONNEL; *AGRICULTURAL EDUCATION; ANALYSIS OF VARIANCE; ATTITUDES; *COMMUNITY DEVELOPMENT; DOCTORAL THESES; EVALUATION; HUMAN RESOURCES; INDIVIDUAL CHARACTERISTICS; MOTIVATION; PERFORMANCE; PROGRAM COORDINATION; PSYCHOLOGICAL CHARACTERISTICS; ROLE PERCEPTION; *RURAL EXTENSION; SALARY DIFFERENTIALS; STATISTICAL DATA; *UNIVERSITY EXTENSION

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

ABSTRACT.. THIS STUDY DEALT WITH ONE OF THE PROBLEMS INVOLVED IN THE POSSIBLE UNIFICATION OF GENERAL AND COOPERATIVE EXTENSION SERVICES--CAN AND SHOULD THE PRESENT COUNTY EXTENSION DIRECTORS OF THE EXTENSION SERVICE SERVE AS COORDINATORS OF THE TOTAL OFF-CAMPUS EDUCATIONAL RESOURCES OF THE UNIVERSITY. THE PROBLEM WAS ONE OF IDENTIFYING THE PERSONAL AND SITUATIONAL FACTORS ASSOCIATED WITH ACTIVITY IN COMMUNITY DEVELOPMENT. DISTRICT AND STATE STAFF MEMBERS OF THE MICHIGAN COOPERATIVE EXTENSION AND CONTINUING EDUCATION SERVICES ASSESSED THE 79 COUNTY EXTENSION DIRECTORS ON THE BASIS OF TIME SPENT IN COMMUNITY DEVELOPMENT. TWENTY WERE JUDGED TO BE IN THE HIGH QUARTER AND 20 IN THE LOW QUARTER. FROM THESE, FOUR COUNTY DIRECTORS WERE SELECTED FOR INTENSIVE CASE STUDY, THE CENTRAL QUESTION ASKED BEING HOW MUCH TIME WERE THEY SPENDING AND HOW MUCH TIME SHOULD THEY SPEND ON EACH OF FIVE AGRICULTURAL AND FIVE COMMUNITY DEVELOPMENT ITEMS. ON THE BASIS OF FINDINGS, IT WAS TENTATIVELY CONCLUDED THAT THOSE DIRECTORS WELL RATED BY THE ADMINISTRATION FOR THEIR AGRICULTURAL PROGRAM ACTIVITY COULD BE SUCCESSFUL IN A BROADENED COMMUNITY DEVELOPMENT ROLE. THIS UNIVERSITY OF WISCONSIN PH.D. THESIS IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH. ORDER NO. 61-3101. MICROFILM $5.25. XEROX $18.70. 411 PAGES.
(AUTHOR/LY)

****END OF ABSTRACT****

PUBLICATION DATE.. AUG67

TITLE.. THE UNIVERSITY EVENING SCHOOL OF THE UNIVERSITY OF TENNESSEE, FACULTY OPINIONS AND TEACHING PERFORMANCE.

PERSONAL AUTHOR.. BILLS, SAM CRUTCHER

DESCRIPTOR.. ACADEMIC RANK (PROFESSIONAL); ADULT STUDENTS; COLLEGE STUDENTS; DOCTORAL THESES; *EFFECTIVE TEACHING; *EVENING COLLEGES; *FACULTY EVALUATION; INSTRUCTIONAL PROGRAM DIVISIONS; PROGRAM IMPROVEMENT; QUESTIONNAIRES; RATING SCALES; SCHOOL SURVEYS; STATISTICAL DATA; *STUDENT OPINION; TEACHER EXPERIENCE; *TEACHER RATING

IDENTIFIER.. UNIVERSITY OF TENNESSEE

ABSTRACT.. A SURVEY FORM RETURNED BY 361 FACULTY MEMBERS AND A TEACHER PERFORMANCE CHECKLIST COMPLETED BY 780 STUDENTS SUPPLIED (1) FACULTY OPINIONS OF THE UNIVERSITY EVENING SCHOOL OF THE UNIVERSITY OF TENNESSEE AND (2) STUDENTS' RATINGS OF PERFORMANCE OF EVENING SCHOOL TEACHERS. THE FACULTY FAVORED THE EVENING SCHOOL, THOUGHT CREDIT, NONCREDIT, AND CERTIFICATE PROGRAMS DESIRABLE, AND THREE ONE-HOUR CLASS MEETINGS MOST EFFECTIVE, AND FAVORED ADVISING STUDENTS AND ORIENTING TEACHERS. THEY FELT EVENING CLASSES WERE MORE INTERESTING (BUT NOT EASIER TO TEACH) THAN DAY CLASSES AND FAVORED OVERLOAD TEACHING. THEY DID NOT BELIEVE THE EVENING SCHOOL SHOULD ADMINISTER ALL EVENING CLASSES OR THAT IT SHOULD BE SELF SUPPORTING. STUDENTS GAVE INSTRUCTORS AND PART TIME TEACHERS HIGHEST EFFECTIVE-INEFFECTIVE TEACHING RATIO RATINGS AND GRADUATE ASSISTANTS LOWEST. IN THE OVERALL RATINGS, PROFESSORS WERE RATED HIGHEST AND GRADUATE ASSISTANTS LOWEST. OVERALL RATINGS BY STUDENT CLASSIFICATION DIFFERED BETWEEN ADULT SPECIAL STUDENTS AND UPPERCLASSMEN AND BETWEEN FRESHMEN AND UPPERCLASSMEN AT THE .01 LEVEL. (IMPLICATIONS WERE DRAWN FOR MORE EFFICIENT OPERATION OF THE EVENING SCHOOL. THE DOCUMENT INCLUDES 60 TABLES, A BIBLIOGRAPHY, AND THE SURVEY INSTRUMENTS.) THE DOCUMENT, AN ED.D. THESIS, WILL BE AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH. 220 PAGES. (AJ)

INSTITUTION NAME.. TENNESSEE UNIV., KNOXVILLE.

****END OF ABSTRACT****

PUBLICATION DATE.. 64

TITLE.. STATUS-ROLE PERCEPTIONS IN THE TAIWAN EXTENSION ORGANIZATION.

PERSONAL AUTHOR.. WYETH, IRVING RUDOLPH

DESCRIPTOR.. ATTITUDES; *EXTENSION EDUCATION; *FOREIGN COUNTRIES; *GROUP STATUS; GROUP STRUCTURE; ORGANIZATION; *ORGANIZATIONAL CHANGE; *ROLE PERCEPTION

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

ABSTRACT.. THE MAJOR PURPOSE OF THIS STUDY WAS TO DETERMINE THE ATTITUDES OF STATUS-ROLE GROUPS ON THE ACTUAL STRUCTURE AND FUNCTIONALITY OF THEIR PRESENT ORGANIZATION AND THEIR PERCEPTIONS OF EXPECTATIONS AND NEEDS FOR ORGANIZATIONAL CHANGE. IT WAS HYPOTHESIZED THAT THE FOUR STATUS-ROLE GROUPS OF THE TAIWAN EXTENSION ORGANIZATION WOULD NOT HOLD SIGNIFICANTLY DIFFERENT ATTITUDES TOWARD THE STRUCTURE AND FUNCTIONALITY OF THE PRESENT ORGANIZATION AND WOULD NOT DIFFER SIGNIFICANTLY IN THEIR PERCEPTIONS OF EXPECTATIONS AND NEEDS FOR ORGANIZATIONAL CHANGE. AN ATTITUDE SCALING SCHEDULE COMPOSED OF 30 STATEMENTS DEALING WITH ORGANIZATIONAL AND ADMINISTRATIVE PRINCIPLES WAS DEVELOPED AND ADMINISTERED TO EIGHT ADMINISTRATORS, 14 SUPERVISORS, 91 ADVISORS, AND 10 SPECIALISTS. OF THESE, 46 WERE INTERVIEWED TO DETERMINE THEIR PERCEPTIONS OF WHAT WAS EXPECTED AND BELIEVED CONCERNING ORGANIZATIONAL CHANGE. OTHER DATA WERE COLLECTED BY NONDIRECTED INTERVIEW, OBSERVATION, AND DOCUMENT SCHEDULES. SOME FINDINGS WERE--(1) THERE WAS A RELATIVELY HIGH DEGREE OF INTERGROUP DISAGREEMENT TO THE 30 STATEMENTS DESCRIBING AN EFFECTIVE AND EFFICIENT ORGANIZATION, (2) THERE WAS NO SIGNIFICANT DIFFERENCE IN THE CONSENSUS AMONG ADMINISTRATORS, SUPERVISORS, ADVISORS, AND SPECIALIST GROUPS FOR 15 OF 18 RANKED EXPECTATIONS AND 12 OF 15 RANKED NEEDS FOR ORGANIZATIONAL CHANGE, AND (3) THE FINDINGS IDENTIFIED AREAS OF INTERGROUP CONSENSUS AND SUGGESTED TYPES OF STRESSES AND STRAINS CONFRONTING THE ORGANIZATION. NINE IMPLICATIONS FOR THE ADMINISTRATIVE STAFF ARE GIVEN. THIS PH.D. DISSERTATION, SUBMITTED TO MICHIGAN STATE UNIVERSITY, IS AVAILABLE AS 65-6141 FOR $3.00 ON MICROFILM AND FOR $8.20 AS XEROXED COPY FROM UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106. (WB)

****END OF ABSTRACT****

PUBLICATION DATE.. AUG 68

TITLE.. GUELPH ADULT PARTICIPATION PATTERNS; FIRST REPORT OF THE CITY OF GUELPH PARTICIPATION SURVEY.

PERSONAL AUTHOR.. BLACKBURN, DONALD J.

DESCRIPTOR.. *ADULT EDUCATION; *ADULTS; ATTITUDES; CURRICULUM; EDUCATIONAL BACKGROUND; *EDUCATIONAL INTEREST; FINANCIAL POLICY; *INDIVIDUAL CHARACTERISTICS; LEISURE TIME; *PARTICIPATION; SOCIOECONOMIC INFLUENCES; STATISTICAL DATA; SURVEYS; TEACHING METHODS; UNIVERSITY EXTENSION; URBAN AREAS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 37P.

ABSTRACT.. IN THIS SURVEY OF ADULTS RANDOMLY CHOSEN FROM THE OCTOBER 1967 VOTERS' LIST FOR THE CITY OF GUELPH, ONTARIO, INFORMATION WAS GATHERED IN INDIVIDUAL AND SOCIOECONOMIC CHARACTERISTICS (INCLUDING AGE, SEX, MARITAL AND FAMILY STATUS, INCOME, EDUCATION, OCCUPATION, AND ETHNIC BACKGROUND); ATTITUDES TOWARD GUELPH AS A PLACE TO LIVE AND TOWARD EXISTING UNIVERSITY OF GUELPH EXTENSION SERVICES; LEISURE ACTIVITIES (SPORTS, ENTERTAINMENT, ORGANIZATIONAL MEMBERSHIP, CHURCH ATTENDANCE, READING, AND OTHERS); AND EDUCATIONAL PREFERENCES, ATTITUDES, AND PARTICIPATION PATTERNS. ADULT EDUCATION PARTICIPATION WAS GREATER IN UNSPONSORED THAN IN SPONSORED ACTIVITIES; 41% HAD ENGAGED IN SOME FORM OF ADULT EDUCATION DURING THE PREVIOUS YEAR; 33% EXPRESSED NO PARTICULAR SPONSOR OR SITE PREFERENCES; 47% FAVORED FINANCIAL SUPPORT OF PROGRAMS BY PARTICIPANTS ONLY; VOCATIONAL SUBJECTS (29%) AND ACADEMIC SUBJECTS OR GENERAL SUBJECTS (26%) WERE FAVORED. PREFERRED METHODS (MAINLY DISCUSSION GROUPS, TELEVISION, AND SHORT COURSES OR LECTURES) VARIED WIDELY AMONG THREE HYPOTHETICAL SUBJECT AREAS--RELIGIONS OF THE WORLD, CURRENT EVENTS, AND NEW INFORMATION IN ONE'S LINE OF WORK. IN REGARD TO UNIVERSITY EXTENSION, 44% WERE SATISFIED WITH EXISTING SERVICE AND 39% WERE UNCERTAIN. (THE DOCUMENT INCLUDES 34 TABLES.) (LY)

****END OF ABSTRACT****

ERICABSTR ED 024015 | ERIC ABSTRACTS FOR SEARCH NUMBER 1565 | PAGE 054 11/01/

PUBLICATION DATE.. 66

TITLE.. AN ORGANIZATIONAL MODEL FOR THE INTEGRATION OF EXTENSION SYSTEMS IN THE STATE OF OREGON.

PERSONAL AUTHOR.. FRIZZELL, JOHN KITCHENER

DESCRIPTOR.. ADMINISTRATIVE ORGANIZATION; *ADMINISTRATIVE PERSONNEL; ANALYSIS OF VARIANCE; *ATTITUDES; DOCTORAL THESES; *INTERAGENCY COORDINATION; MODELS; RATING SCALES; *RURAL EXTENSION; STATE PROGRAMS; SURVEYS; *UNIVERSITY EXTENSION

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 283P.; PH.D. THESIS.

ABSTRACT.. THIS STUDY WAS DONE (1) TO DETERMINE ATTITUDES OF KEY PERSONNEL IN BOTH THE DIVISION OF CONTINUING EDUCATION (GENERAL EXTENSION) AND THE COOPERATIVE EXTENSION SERVICE IN OREGON TOWARD AN EXTENSION SERVICE MERGER PER SE; AND (2) TO DESIGN AND DETERMINE A SUITABLE MODEL FOR INTEGRATION AND TO ASCERTAIN ATTITUDES TOWARD THIS MODEL. A NORMATIVE SURVEY TECHNIQUE WAS USED, AND INVOLVED TWO LIKERT-TYPE ATTITUDE SCALES. THE MAIN PRINCIPLES USED TO STRUCTURE THE MERGED EXTENSION ORGANIZATIONAL MODEL WERE THE COORDINATIVE, SCALAR, FUNCTIONAL, AND STAFF AND LINE PRINCIPLES. COOPERATIVE EXTENSION KEY PERSONNEL WERE SLIGHTLY LESS FAVORABLE TOWARD MERGER PER SE AND TOWARD THE MODEL THAN WERE THE DIVISION OF CONTINUING EDUCATION KEY PERSONNEL. ON BOTH ITEMS, VARIABILITY IN TOTAL SCORES WAS GREATER AMONG DIVISION OF CONTINUING EDUCATION KEY PERSONNEL THAN AMONG COOPERATIVE EXTENSION KEY PERSONNEL. OF ALL RESPONDENTS, 85.51% EXPRESSED A FAVORABLE ATTITUDE TOWARD MERGER PER SE, AND 79.71% EXPRESSED THEMSELVES FAVORABLE ON THE MERGED EXTENSION ORGANIZATIONAL MODEL. (AUTHOR/LY)

AVAILABILITY.. UNIVERSITY MICROFILMS, 300 ZEEB RD., ANN ARBOR, MICHIGAN 4810((ORDER NO. 66-9906, MF $3.65, XEROGRAPHY $12.85).

****END OF ABSTRACT****

PUBLICATION DATE.. 65

TITLE.. AN EVALUATIVE ANALYSIS OF SELECTED UNIVERSITY CONFERENCE PROGRAMS CONDUCTED AT KELLOGG CENTER FOR CONTINUING EDUCATION MICHIGAN STATE UNIVERSITY.

PERSONAL AUTHOR.. DENSMORE, MAX L.

DESCRIPTOR.. *ADULT EDUCATION; DOCTORAL THESES; EMPLOYMENT LEVEL; *EVALUATIO METHODS; OCCUPATIONS; PARTICIPANT CHARACTERISTICS; *PARTICIPANT SATISFACTION; *RESIDENTIAL PROGRAMS; SEX DIFFERENCES; STATISTICAL DATA; *UNIVERSITY EXTENSION

IDENTIFIER.. *KELLOGG CENTER FOR CONTINUING EDUCATION; KROPP VERNER REACTION SCALE

DESCRIPTIVE NOTE.. 191P.; PH. D. THESIS.

ABSTRACT.. AN ANALYSIS OF RESIDENTIAL CONTINUING EDUCATION PROGRAMS CONDUCTE BY UNIVERSITY CONFERENCE SERVICES AT MICHIGAN STATE UNIVERSITY'S KELLOGG CENTER FOR CONTINUING EDUCATION WAS CONDUCTED IN ORDER TO DEVELOP AN INSTRUMENT AND METHODOLOGY WITH UNIVERSAL APPLICATION TO MEASURE CONFERENC SUCCESS AND PARTICIPANT SATISFACTION. DATA WERE GATHERED FROM 630 RESPONDENTS ATTENDING TEN CONFERENCES, WHO WERE CLASSIFIED BY BUREAU OF TH CENSUS INDUSTRIAL AREAS OF ORIGIN, OCCUPATIONAL LEVEL, AND SEX. PARTICIPANTS' PERCEPTION OF THEIR LEARNING AND THE RELATIONSHIP TO OVER A SATISFACTION WITH THE CONFERENCE EXPERIENCE WERE ANALYZED. THE KROPP VERN REACTION SCALE WAS EXTENSIVELY USED IN MEASURING CONFERENCE SUCCESS AND OVERALL SATISFACTION. IT WAS FOUND THAT WOMEN FAVORED CONFERENCES MORE TH MEN; A SIGNIFICANT DIFFERENCE EXISTED BETWEEN PARTICIPANT REACTIONS WHEN CLASSIFIED BY INDUSTRY OF EMPLOYMENT; PROGRAM SATISFACTION WAS RATED DIFFERENTLY DEPENDING UPON OCCUPATIONAL LEVEL; AND A MUTUAL RELATIONSHIP EXISTED BETWEEN HOW PARTICIPANTS JUDGED THE QUALITY OF THEIR LEARNING EXPERIENCE AND DEGREE OF TOTAL SATISFACTION. NUMERICAL INDEXES OF PARTICIPANT SATISFACTION AND CONFERENCE SUCCESS WERE DEVELOPED FOR EACH CONFERENCE ANALYZED. (AUTHOR/PT)

AVAILABILITY.. UNIVERSITY MICROFILMS, 300 ZEEB RD., ANN ARBOR, MICH., 48106 (ORDER NO. 65-14204, MF $3.00, XEROGRAPHY $8.00).

INSTITUTION NAME.. MICHIGAN STATE UNIV., EAST LANSING.

****END OF ABSTRACT****

PUBLICATION DATE.. FEB 69

TITLE.. THE OLDER ADULT AS A UNIVERSITY STUDENT.

PERSONAL AUTHOR.. KAUFFMAN, EARL

DESCRIPTOR.. AGE DIFFERENCES; EDUCATIONAL BACKGROUND; FEMALES; GRADES (SCHOLASTIC); *HIGHER EDUCATION; MALES; MOTIVATION; *OLDER ADULTS; *PARTICIPANT CHARACTERISTICS; PSYCHOLOGICAL CHARACTERISTICS; RESEARCH; *RETIREMENT; STUDENT ATTITUDES; TEACHER ATTITUDES; *UNIVERSITY EXTENSION

IDENTIFIER.. *UNIVERSITY OF KENTUCKY

DESCRIPTIVE NOTE.. 31P.; PAPER PRESENTED AT THE NATIONAL SEMINAR ON ADULT EDUCATION RESEARCH (TORONTO, FEBRUARY 9-11, 1969)

ABSTRACT.. CHARACTERISTICS AND PERFORMANCE OF DONOVAN SCHOLARS (56 MEN AND 127 WOMEN OVER 65) IN THE EDUCARE PROGRAM AT THE UNIVERSITY OF KENTUCKY WERE STUDIED, AND PERTINENT RESEARCH PROBLEMS WERE REVEALED. FINDINGS INCLUDE THE FOLLOWING: (1) MOST SCHOLARS WERE HIGH SCHOOL GRADUATES WITH A LEAST SOME COLLEGE; (2) MOST GRADES WERE FAIR TO EXCELLENT; (3) ENGLISH, ART, HISTORY, EDUCATION, AND PHILOSOPHY WERE THE MOST POPULAR COURSES; (4) DONOVANS WERE COMPARABLE TO REGULAR STUDENTS ON FIVE PERSONALITY MEASURES AND SIGNIFICANTLY DIFFERENT ON EIGHT OTHERS; (5) DONOVAN SCHOLARS WERE MOR CONFORMING AND CONSERVATIVE THAN YOUNGER STUDENTS, WITH MUCH MORE COMMITMENT TO RELIGIOUS VALUES; (6) ON THE WHOLE, THEY WERE VERY WELL ACCEPTED BY PROFESSORS. ANALYTICAL PROJECTS ARE UNDER WAY ON SELF-ADMINISTERED TESTING, STUDENT EVALUATION BY PROFESSORS, MORALE AND INVOLVEMENT, MEDICAL TESTING, MENTAL COMPETENCY, AND DRIVER RETRAINING. (INCLUDED ARE 18 REFERENCES AND 15 TABLES AND CHARTS.) (LY)

****END OF ABSTRACT****

RICABSTR ERIC ABSTRACTS FOR PAGE C693
D 027453 SEARCH NUMBER 1565 11/01/74

UBLICATION DATE.. 63

ITLE.. DECISION MAKING IN THE UNIVERSITY EVENING COLLEGE; THE ROLE OF THE RESIDENT DEPARTMENT CHAIRMAN. RESEARCH REPORTS.

ERSONAL AUTHOR.. DAIGNEAULT, GEORGE H.

ESCRIPTOR.. *ADMINISTRATOR ROLE; ATTITUDES; *COLLEGE FACULTY; DAYTIME PROGRAMS; *DECISION MAKING; EDUCATIONAL OBJECTIVES; ENROLLMENT; *EVENING COLLEGES; PART TIME TEACHERS; POWER STRUCTURE; *PROGRAM ADMINISTRATION; PROGRAM EVALUATION; RESEARCH; RESPONSIBILITY; ROLE PERCEPTION; UNIVERSITY EXTENSION

DRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

ESCRIPTIVE NOTE.. 71P.

BSTRACT.. A STUDY WAS MADE OF THE UNIVERSITY EVENING COLLEGE DECISION-MAKING ROLE OF RESIDENT DEPARTMENTAL CHAIRMEN AT 12 UNIVERSITIES (FOUR PUBLICLY SUPPORTED, TWO ROMAN CATHOLIC, SIX PRIVATE NONSECTARIAN) IN THE MIDWEST AND EAST. LIBERAL ARTS DEPARTMENT CHAIRMEN, LIBERAL ARTS DEANS, AND EVENING DEANS WERE INTERVIEWED. IN ALL BUT TWO INSTITUTIONS, EVENING PROGRAM DECISIONS WERE MADE IN TERMS OF DAY PROGRAM VALUES AND OBJECTIVES. IN ALLOCATING FACULTY (LARGELY PART TIME AND LOWER RANKING) AND IN OTHER DECISIONS, MEANS WERE USED THAT SUGGESTED THAT EVENING PROGRAMS HAD LOW PRIORITY. BECAUSE OF AMBIGUITY IN THE ASSIGNMENT OF DECISION-MAKING RESPONSIBILITY IN SOME DEPARTMENTS AND EVENING COLLEGES, MUCH CONFUSION, AND SOMETIMES CONFLICT, EXISTED. IN EVALUATING EVENING PROGRAMS, DEPARTMENT CHAIRMEN TENDED TO FAVOR SIMILARITY IN QUALITY (SAME CURRICULUM, INSTRUCTION, AND MEASUREMENT) AND QUANTITY (SUBSTANTIAL OFFERING IN THE DISCIPLINE) TO THE DAY PROGRAM, TO USE ENROLLMENT STATISTICS AS A MEASURE OF EFFECTIVENESS, AND TO JUDGE EVENING PROGRAMS BY THEIR CONTRIBUTION TO THE FULFILLMENT OF CONSCIOUS DEPARTMENTAL OBJECTIVES. (LY)

****END OF ABSTRACT****

PUBLICATION DATE.. 67

TITLE.. AN EMPIRICAL INVESTIGATION OF THE EFFECTIVENESS OF EXECUTIVE DEVELOPMENT PROGRAMS AS PERCEIVED BY PARTICIPATING MARKETING AND SALES EXECUTIVES.

PERSONAL AUTHOR.. TRICKETT, WILSON L.

DESCRIPTOR.. *CHIEF ADMINISTRATORS; DOCTORAL THESES; FOLLOWUP STUDIES; HETEROGENEOUS GROUPING; HOMOGENEOUS GROUPING; *MANAGEMENT DEVELOPMENT; *MARKETING; *PARTICIPANT SATISFACTION; PROGRAM CONTENT; *PROGRAM EVALUATION; TEACHING TECHNIQUES; UNIVERSITY EXTENSION

DESCRIPTIVE NOTE.. 122P.; PH. D. THESIS.

ABSTRACT.. A STUDY OF THE EFFECTIVENESS OF EXECUTIVE DEVELOPMENT PROGRAMS F MARKETING AND SALES EXECUTIVES TESTED THREE HYPOTHESES: (1) PARTICIPATION IN SUCH PROGRAMS RESULTS IN IDENTIFIABLE BENEFITS AS PERCEIVED BY THE PARTICIPANTS; (2) ACADEMICALLY ORIENTED EXECUTIVE DEVELOPMENT PROGRAMS HA SIGNIFICANT ADVANTAGES OVER COMPANY ORIENTED PROGRAMS AS PERCEIVED BY PARTICIPANTS; AND (3) PROGRAM BENEFITS AS SEEN BY PARTICIPANTS ARE ENDURING. PHASES OF THE STUDY WERE AN EVALUATION OF A 2 1/2 WEEK GRADUATE SCHOOL OF SALES MANAGEMENT AND MARKETING (1962), A QUESTIONNAIRE SURVEY O 84 MANAGEMENT AND MARKETING EXECUTIVES (1964), AND A FOLLOWUP EVALUATION 1965 OF THE EFFECTIVENESS OF THE PROGRAMS. THE HYPOTHESES WERE BASICALLY SUBSTANTIATED. HOWEVER, THERE WAS RELATIVELY LITTLE ENTHUSIASM FOR COMPAN PROGRAMS AS COMPARED TO ACADEMICALLY ORIENTED PROGRAMS. THREE MAJOR FEATURES OF THE MORE SUCCESSFUL PROGRAMS WERE: (1) PARTICIPANTS HAD BOTH THE DESIRE AND THE CAPACITY TO DEVELOP; (2) THE BEST QUALIFIED INSTRUCTOR WERE UNIVERSITY FACULTY WITH A BUSINESS OR BUSINESS CONSULTING BACKGROUND (3) THE CURRICULUM FITTED EXECUTIVES' DAILY EMPLOYMENT NEEDS, USED THE BE LEARNING TECHNIQUES, AND INVOLVED DISCUSSION AMONG PARTICIPANTS AND WITH FACULTY. (AUTHOR/LY)

AVAILABILITY.. UNIVERSITY MICROFILMS, 300 N. ZEEB RD., ANN ARBOR, MICHIGAN 48106 (ORDER NO. 68-4228, MF $3.00, XEROGRAPHY $6.00).

INSTITUTION NAME.. MICHIGAN STATE UNIV., EAST LANSING.

****END OF ABSTRACT****

PUBLICATION DATE.. SEP 68

TITLE.. A STUDY INVOLVING DEVELOPMENT, TEACHING, AND EVALUATION OF THE RESULTS OF A COURSE FOR TEACHERS INSERVICE DEVOTED TO THE PRACTICAL APPLICATION OF LINGUISTICS, OF PRINCIPLES OF COMPOSITION, AND OF VARIOUS APPROACHES TO THE TEACHING OF THE SLOW LEARNER. INTERIM REPORT.

PERSONAL AUTHOR.. LINDSEY, ALFRED J.; FILSON, THOMAS

DESCRIPTOR.. *APPLIED LINGUISTICS; *COMPOSITION (LITERARY); EFFECTIVE TEACHING; ENGLISH INSTRUCTION; EXTENSION EDUCATION; INSERVICE COURSES; *INSERVICE TEACHER EDUCATION; LINGUISTICS; SECONDARY SCHOOL TEACHERS; SELF EVALUATION; *SLOW LEARNERS; TEACHER ATTITUDES; TEACHER EDUCATION; TEACHER EVALUATION; TEACHER IMPROVEMENT; *TEACHER RESPONSE; TEACHING METHODS

IDENTIFIER.. PROJECT ENGLISH

DESCRIPTIVE NOTE.. 27P.

ABSTRACT.. THIS STUDY WAS MADE TO DISCOVER WHETHER OR NOT TEACHER IDEAS AND PERFORMANCE COULD BE CHANGED BY A SHORT ENGLISH EXTENSION COURSE ON PRINCIPLES OF COMPOSITION, PRACTICAL APPLICATIONS OF LINGUISTICS, AND VARIOUS APPROACHES TO TEACHING SLOW LEARNERS. IN 1965-66, THREE INSTRUCTORS SPENT 3 TO 4 WEEKS IN EACH OF SEVERAL SCHOOLS IN ILLINOIS TEACHING THEIR SPECIALITIES TO 66 JUNIOR AND SENIOR HIGH SCHOOL TEACHERS. BEFORE THE EXTENSION COURSE WAS TAUGHT, TEACHERS COMPLETED QUESTIONNAIRES ON THEIR BELIEFS AND TEACHING PROCEDURES. EACH TEACHER WAS INTERVIEWED EITHER 1 MONTH OR 12 MONTHS AFTER COMPLETION OF THE COURSE. THE FOLLOWING DATA WERE GATHERED FROM THE INTERVIEWS: (1) 94% OF THE TEACHERS CLAIMED A CHANGE IN TEACHING PERFORMANCE. (2) 61% CLAIMED A CHANGE IN THINKING. (3) THE KINDS OF CHANGES REPORTED BY THE TEACHERS, WHO LACKED CONSENSUS ON THE COURSE'S MAIN IDEAS, DID NOT COINCIDE WITH THE MAIN IDEAS SUGGESTED BY THE INSTRUCTORS.(4) VERY FEW TEACHERS REPORTED ANY CONSTRAINTS AGAINST UTILIZING THE NEW IDEAS IN THEIR TEACHING SITUATIONS. (5) TEACHERS INTERVIEWED AFTER 1 MONTH REPORTED A 91% CHANGE IN TEACHER PERFORMANCE; AFTER 12 MONTHS THEY REPORTED A 95% CHANGE. (6) AN INTERVIEWER WHO WAS AN INSTRUCTOR IN THE COURSE FOUND MORE CHANGE IN TEACHER PERFORMANCE THAN DID OTHER INTERVIEWERS. (AUTHOR/LH)

AVAILABILITY.. ALFRED J. LINDSEY, JR., ENGLISH DEPT., WESTERN ILLINOIS UNIVERSITY, MACOMB, ILL. 61458, OR THOMAS FILSON, EDUCATION DEPT., UNIVERSITY OF MICHIGAN, FLINT, MICHIGAN 48500 (FREE OR ON LOAN).

INSTITUTION NAME.. ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION OF SECONDARY ENGLISH TEACHERS (ISCPET), URBANA.

SPONSORING AGENCY NAME.. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.

****END OF ABSTRACT****

PUBLICATION DATE.. 68

TITLE.. RESUME OF TWO ADULT EDUCATION SURVEYS, SPRING 1967 AND SCHOOL YEAR 1967-68, BY RESEARCH COORDINATING UNIT.

DESCRIPTOR.. ADULT DROPOUTS; *ADULT EDUCATION; ANALYSIS OF VARIANCE; EDUCATIONAL BACKGROUND; FEMALES; INCOME; INFORMATION SOURCES; MALES; *MOTIVATION; OCCUPATIONS; PARTICIPANT SATISFACTION; *PARTICIPATION; *PART TIME STUDENTS; PERSISTENCE; QUESTIONNAIRES; SURVEYS; UNIVERSITY EXTENSION VOCATIONAL EDUCATION

IDENTIFIER.. *WISCONSIN

DESCRIPTIVE NOTE.. 23P.

ABSTRACT.. TWO STUDIES WERE MADE OF PART TIME ADULT EDUCATION ENROLLEES IN WISCONSIN: (1) A SPRING 1967 STUDY OF RELATIONSHIPS BETWEEN DEMOGRAPHIC OR SOCIOECONOMIC DATA AND INFORMATION ON REASONS FOR COURSE PARTICIPATION IN THE VOCATIONAL SYSTEM; (2) A STUDY DURING THE 1967-68 SCHOOL YEAR IN WHICH QUESTIONNAIRES WERE GIVEN, TO VOCATIONAL SYSTEM COURSE ENROLLEES, COURSE DROPOUTS AND COMPLETERS, AND ENROLLEES IN FIVE UNIVERSITY OF WISCONSIN EXTENSION CENTERS. THESE WERE AMONG THE FINDINGS: (1) PARTICIPATION IN THE EXTENSION AND VOCATIONAL SYSTEMS DIFFERED SIGNIFICANTLY ON SEX, EDUCATIONAL BACKGROUND (BOTH HIGHER FOR THE EXTENSION GROUP), AND OCCUPATION AND INCOME; (2) VOCATIONAL STUDENTS WERE GENERALLY MOTIVATED BY OCCUPATIONAL AND HOME TASKS, WHILE EXTENSION STUDENTS STRESSED BECOMING BETTER INFORMED CITIZENS AND ESCAPING DAILY ROUTINES; (3) NEWSPAPERS (FOR THE VOCATIONAL STUDENTS) AND CATALOGS (FOR THE EXTENSION GROUP) WERE THE LEADING SOURCES OF COURSE INFORMATION; (4) INSTRUCTORS IN THE VOCATIONAL SYSTEM APPEARED MORE EMPATHETIC TOWARD THEIR STUDENTS THAN EXTENSION INSTRUCTORS. (THE DOCUMENT INCLUDES QUESTIONNAIRES AND NINE TABLES.) (LY)

INSTITUTION NAME.. WISCONSIN BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.; WISCONSIN UNIV., MADISON. UNIVERSITY EXTENSION.

****END OF ABSTRACT****

PUBLICATION DATE.. 68

TITLE.. A STUDY OF CORRESPONDENCE STUDENTS OF THE OREGON STATE SYSTEM OF HIGHER EDUCATION.

PERSONAL AUTHOR.. FAIRBANKS, DWIGHT WESLEY

DESCRIPTOR.. AGE DIFFERENCES; ATTITUDES; *CORRESPONDENCE STUDY; DOCTORAL THESES; EDUCATIONAL BACKGROUND; ENROLLMENT; *HIGHER EDUCATION; INFORMATION SOURCES; MILITARY PERSONNEL; MOTIVATION; *PUBLIC EDUCATION; *SECONDARY EDUCATION; STUDENT CHARACTERISTICS; SURVEYS; TEACHERS; *UNIVERSITY EXTENSION

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 135P.; PH.D. THESIS

ABSTRACT.. A SURVEY WAS MADE OF CHARACTERISTICS OF CORRESPONDENCE STUDENTS OF THE OREGON STATE SYSTEM OF HIGHER EDUCATION, REASONS FOR CHOOSING CORRESPONDENCE STUDY, AND ATTITUDES TOWARD IT. A QUESTIONNAIRE MAILED TO 3,241 STUDENTS, AND RETURNED BY 1,040, ASKED 26 QUESTIONS RELATING TO EXPERIENCES AT EACH STAGE (AWARENESS, INTEREST, EVALUATION, TRIAL, ADOPTION) IN THE CHOICE OF THE CORRESPONDENCE METHOD. DATA WERE ANALYZED FROM THE SEVEN LARGEST OCCUPATIONAL GROUPS REPRESENTED: TEACHERS, COLLEGE STUDENTS, HIGH SCHOOL STUDENTS, OTHERS STUDYING HIGH SCHOOL STUDENTS, OTHERS STUDYING HIGH SCHOOL COURSES, ARMED FORCES STUDENTS, HOMEMAKERS, AND METEOROLOGISTS. FINDINGS INCLUDED THE FOLLOWING: (1) THE MAJORITY FELT THAT THE ROLE OF CORRESPONDENCE STUDY WAS TO PROVIDE DIPLOMA AND DEGREE COURSES TO WHICH ONE WOULD OTHERWISE LACK ACCESS; (2) FACULTIES GAVE RELATIVELY LITTLE ADVICE OR ENCOURAGEMENT CONCERNING CORRESPONDENCE STUDY; (3) THE MAJORITY OF THE STUDENTS FIRST LEARNED OF THE AVAILABILITY OF THEIR COURSE, AND RECEIVED THE MOST ENCOURAGEMENT TO ENROLL, FROM SUCH SOURCES AS PARENTS, TEACHERS, ADVISORS, AND EMPLOYERS; (4) THE MAJORITY HAD FAVORABLE ATTITUDES TOWARD THE CORRESPONDENCE STUDY METHOD. (AUTHOR/LY)

AVAILABILITY.. UNIVERSITY MICROFILMS, 300 N. ZEEB RD., ANN ARBOR, MICHIGAN, 48105 (ORDER NO. 69-12,604, MF $3.00, XEROGRAPHY $6.40)

****END OF ABSTRACT****

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ED 035015

ERIC ABSTRACTS FOR
SEARCH NUMBER 2851

PAGE 07
05/27/

PUBLICATION DATE.. DEC 69

TITLE.. REACTION OF SUNY STUDENTS TOWARD INDEPENDENT STUDY COURSES.

PERSONAL AUTHOR.. HARTER, DONALD

DESCRIPTOR.. AGE DIFFERENCES; ANALYSIS OF VARIANCE; *CORRESPONDENCE STUDY; COURSE CONTENT; EDUCATIONAL BACKGROUND; FEMALES; MALES; *PARTICIPANT SATISFACTION; PROGRAM ADMINISTRATION; *PROGRAM EVALUATION; STUDENT PROBLEMS; SURVEYS; *UNIVERSITY EXTENSION

IDENTIFIER.. *STATE UNIVERSITY OF NEW YORK; SUNY

DESCRIPTIVE NOTE.. 31P.

ABSTRACT.. THIS STUDY SOUGHT STUDENT APPRAISALS OF SUBJECT MATTER AND ADMINISTRATIVE PROCEDURES IN STATE UNIVERSITY OF NEW YORK (SUNY) CORRESPONDENCE COURSES. QUESTIONNAIRES WERE SENT TO 90 PERSONS; 90 RESPONDED. HALF THE RESPONDENTS WERE AGED 21-44; 66% WERE WOMEN. MOST RESPONDENTS (84%) HAD SOME COLLEGE BACKGROUND, BUT FAR MORE MEN THAN WOMEN HAD TAKEN GRADUATE WORK. THE MEN WERE MORE ENTHUSIASTIC THAN THE WOMEN ABOUT THE EFFECTIVENESS OF OVERALL COURSE CONTENT AND OF THE CORRESPONDENCE METHOD. STUDENTS GENERALLY SPOKE WELL OF COURSE CONTENT, INSTRUCTIONAL MATERIALS, AND OTHER ASPECTS OF THEIR CORRESPONDENCE COURSE EXPERIENCES. HOWEVER, MAJOR DRAWBACKS WERE NOTED: (1) CAMPUS ADMINISTRATORS' MINIMAL EFFORTS TO COMMUNICATE WITH THE STUDENTS; (2) MANY INSTANCES OF LONG DELAYS IN DELIVERING COURSE MATERIALS TO ENROLLEES AND IN GETTING LESSONS CORRECTED AND RETURNED; (3) THE LARGE NUMBER OF STUDENTS FOR WHOM INSTRUCTORS' COMMENTS ON EVALUATED ASSIGNMENTS WERE OF LITTLE HELP. A LARGE MINORITY OF STUDENTS WANTED TWO OR MORE SUPERVISED EXAMINATIONS INCLUDED; A LIKE NUMBER FELT THAT TOO MUCH WRITING WAS REQUIRED IN PREPARING LESSONS. (AUTHOR/LY)

****END OF ABSTRACT****

PUBLICATION DATE.. SEP 69

TITLE.. TITLE I GRANT LOCAL GOVERNMENT SEMINARS, 1968-69. FINAL REPORT.

DESCRIPTOR.. ATTENDANCE; CITY OFFICIALS; COUNTY OFFICIALS; EDUCATIONAL BACKGROUND; EDUCATIONAL NEEDS; FEMALES; *INSERVICE EDUCATION; MALES; PARTICIPANT SATISFACTION; PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; *PUBLIC OFFICIALS; *SEMINARS; *UNIVERSITY EXTENSION

IDENTIFIER.. HIGHER EDUCATION ACT TITLE I; KENTUCKY

DESCRIPTIVE NOTE.. 35P.

ABSTRACT.. DESIGNED TO BROADEN THE CONCEPTS OF LOCAL GOVERNMENT AND ENCOURAGE DISCUSSION ON PERTINENT LOCAL ISSUES, 32 SEMINARS (TWO SESSIONS EACH) WERE CONDUCTED UNDER TITLE I, HIGHER EDUCATION ACT OF 1965, BY EASTERN KENTUCKY UNIVERSITY FOR CITY AND COUNTY OFFICIALS IN 49 COUNTIES. TOTAL ATTENDANCE WAS 540, LARGELY COUNCILMEN, MAYORS, JUDGES AND MAGISTRATES, CLERKS, COUNTY ATTORNEYS, POLICE, FIRE CHIEFS, AND HOUSING OFFICIALS. SEMINAR FORMATS STRESSED SOCIAL AND ECONOMIC DEVELOPMENT. PROBLEMS MOST OFTEN NOTED ON QUESTIONNAIRES HAD BEEN LACK OF FUNDS, REVENUE, AND INDUSTRY, FOLLOWED BY SANITATION, STREETS AND HIGHWAYS, WATER AND SEWERS, AND LAW ENFORCEMENT. THE FOLLOWUP SURVEY COVERED SUCH POINTS AS ATTENDANCE PATTERNS, PROGRAM EVALUATION, PARTICIPANT SATISFACTION, AND SCHEDULING. OBSERVATIONS AND PARTICIPANT FEEDBACK SUGGESTED TWO MAJOR OUTCOMES OF THE SEMINARS: GREATER AWARENESS BY PARTICIPANTS OF THE NEED FOR MORE SEMINAR TYPE TRAINING TO UPGRADE THEIR PROFESSIONAL SERVICE; AND INCREASED UNDERSTANDING OF THE RAMIFICATIONS OF, AND OPPORTUNITIES PRESENTED BY, PROBLEMS THAT CONFRONT LOCAL OFFICIALS. (INDIVIDUAL SEMINAR DESCRIPTIONS AND EVALUATIONS ARE INCLUDED.) (LY)

INSTITUTION NAME.. EASTERN KENTUCKY UNIV., RICHMOND.

****END OF ABSTRACT****

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ED 036763

ERIC ABSTRACTS FOR
SEARCH NUMBER 2651

PUBLICATION DATE.. FEB 70

TITLE.. EVALUATION INFERENCE APPLIED TO PROGRAMMING ON AN EDUCATIONAL TELEPHONE NETWORK - A BEGINNING.

PERSONAL AUTHOR.. ZIMMERMAN, HARRY P.

DESCRIPTOR.. ANALYSIS OF VARIANCE; FACTOR ANALYSIS; HOME ECONOMICS EDUCATION; PARTICIPANT CHARACTERISTICS; *PARTICIPANT SATISFACTION; *PROGRAM EVALUATION; *RESEARCH DESIGN; *TELEPHONE INSTRUCTION; *UNIVERSITY EXTENSIO

IDENTIFIER.. *UNIVERSITY OF WISCONSIN

DESCRIPTIVE NOTE.. 11P.; PAPER PRESENTED AT THE ADULT EDUCATION RESEARCH CONFERENCE, MINNEAPOLIS, MINNESOTA, FEBRUARY 27-28, 1970

ABSTRACT.. A STUDY WAS MADE OF A NONCREDIT HOME ECONOMICS PROGRAM PRESENTED BY THE UNIVERSITY OF WISCONSIN EXTENSION OVER THE STATEWIDE EDUCATIONAL TELEPHONE NETWORK (ETN). THE STUDY WAS LIMITED TO THE TOTAL POPULATION INVOLVED IN ONE PROGRAM (54) AND THEIR IMMEDIATE REACTION TO THAT PROGRAM. METHODOLOGY USED WAS A COMBINATION OF ACTION RESEARCH AND FIELD RESEARCH. THE INSTRUMENT WAS DEVELOPED AROUND SIX FACTORS: ENVIRONMENT, CONTENT, PROGRAM PROCESS, LECTURER, MODERATOR, AND TECHNICAL QUALITIES OF THE ETN. VARIABLES CONCERNED WITH THE VARIOUS FACTORS WERE INTERSPERSED AND RESULTE IN 48 ITEMS PLUS A 9-POINT SCALE FOR AN OVERALL ASSESSMENT OF THE PROGRAM. A FOUR-POINT INTERVAL SCALE WAS USED WITH EACH OF THE 48 VARIABLES. THE INSTRUMENT WAS OPEN-ENDED, WITH PROVISION FOR SUGGESTIONS FOR IMPROVEMENT. SUBJECTIVE EVALUATIVE INFERENCE BASED ON MEANS AND STANDARD DEVIATIONS INDICATED THE OVERALL PROGRAM WAS SOMEWHAT BETTER THAN A POSSIBLE AVERAGE BUT WITH ROOM FOR IMPROVEMENT. A BETTER APPROACH TO ORGANIZATION AND A MOR CAREFUL ANALYSIS OF THE LEVEL OF CONTENT COULD LEAD TO INCREASED EFFECTIVENESS. THE MODERATOR SHOULD ASSUME THE ROLE OF GROUP LEADER IN AN ATTEMPT TO BRING ABOUT MORE GROUP INTERACTION. (AUTHOR/EB)

****END OF ABSTRACT****

PUBLICATION DATE.. 70

TITLE.. INSTRUCTIONAL SYSTEMS FOR EXTRAMURAL COURSES.

PERSONAL AUTHOR.. EVERLY, JACK C.

DESCRIPTOR.. ACADEMIC PERFORMANCE; CLOSED CIRCUIT TELEVISION; *EXPERIMENTAL PROGRAMS; *INDEPENDENT STUDY; PARTICIPANT SATISFACTION; *PROGRAM EVALUATION; QUESTIONNAIRES; RESEARCH; *TELEPHONE INSTRUCTION; *UNIVERSITY EXTENSION

IDENTIFIER.. ILLINOIS COURSE EVALUATION QUESTIONNAIRE; UNIVERSITY OF ILLINOIS

DESCRIPTIVE NOTE.. 11P.; PAPER PRESENTED AT THE ADULT EDUCATION RESEARCH CONFERENCE, MINNEAPOLIS, MINNESOTA, FEBRUARY 27-28, 1970

ABSTRACT.. THIS REPORT REVIEWS EVALUATIONS OF TWO INSTRUCTIONAL SYSTEMS THAT THE FACULTY OF THE COLLEGE OF AGRICULTURE, UNIVERSITY OF ILLINOIS, ARE NOW USING IN THEIR EXTRAMURAL TEACHING. THE SYSTEMS ARE (1) "UNIVEX NET," WHICH TRANSMITS AUDIO AND VISUAL SIGNALS VIA TELEPHONE LINES FROM ONE CAMPUS CLASSROOM TO ANOTHER CLASSROOM LOCATED SOMEWHERE ELSE IN THE STATE, AND (2) AUTO-TUTORIAL CARREL UNITS WHICH PROVIDE FOR INDEPENDENT STUDY. A COMBINATION OF THE AUTO-TUTORIAL AND THE UNIVEX SYSTEM IS ALSO EVALUATED. THE EVALUATIONS ARE LEARNER ORIENTED. ATTITUDE WAS MEASURED WITH THE ILLINOIS COURSE EVALUATION QUESTIONNAIRE. ACTUAL PERFORMANCE WAS MEASURED BY GRADES AND SPECIFIC CRITERIA FOR SUCCESS IN OBTAINING EDUCATIONAL OBJECTIVES. (THE QUESTIONNAIRE AND FOUR REFERENCES ARE INCLUDED.) (AUTHOR/LY)

****END OF ABSTRACT****

PUBLICATION DATE.. 70

TITLE.. FACULTY COMMITMENT TO SELECTED ASPECTS OF CONTINUING EDUCATION.

PERSONAL AUTHOR.. PORTER, LEE

DESCRIPTOR.. *ANALYSIS OF VARIANCE; *ATTITUDES; *COLLEGE FACULTY; FEMALES; *INDIVIDUAL DIFFERENCES; MALES; STATUS; SURVEYS; *UNIVERSITY EXTENSION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 11P.; PAPER PRESENTED AT THE ADULT EDUCATION RESEARCH CONFERENCE, MINNEAPOLIS, MINNESOTA, FEBRUARY 27-28, 1970

ABSTRACT.. USING A STRATIFIED RANDOM SAMPLE OF 300 SYRACUSE UNIVERSITY INSTRUCTORS, ASSISTANT PROFESSORS, ASSOCIATE PROFESSORS, AND FULL PROFESSORS, THIS STUDY EXAMINED THE BELIEF THAT UNIVERSITY FACULTY MEMBERS VIEW CONTINUING EDUCATION WITH DISFAVOR, AND ANALYZED SOME DIFFERENCES IN FACULTY ATTITUDES. SUBJECTS WERE SENT A 35 ITEM QUESTIONNAIRE TO WHICH THEY RESPONDED ON A CONTINUUM FROM "STRONGLY AGREE" TO "STRONGLY DISAGREE." THE 35 STATEMENTS WERE THEN CATEGORIZED BY ATTITUDES TOWARD ADMINISTRATION, STUDENTS, INSTRUCTION, PURPOSES, AND PROGRAMS. RESPONSES WERE MAINLY FAVORABLE; "PURPOSES" RANKED HIGHEST, FOLLOWED BY PROGRAMS, STUDENTS, INSTRUCTION, AND ADMINISTRATION. VARIANCES INCLUDED THE FOLLOWING: (1) WOMEN WERE MORE FAVORABLY DISPOSED THAN MEN, INSTRUCTORS MORE SO THAN PROFESSORS, THOSE INVOLVED IN RESEARCH MORE THAN THOSE NOT INVOLVED, FACULTY IN NONCREDIT PROGRAMS MORE THAN THOSE IN STRICTLY CREDIT PROGRAMS, AND FACULTY MEMBERS IN PROFESSIONAL SCHOOLS MORE THAN LIBERAL ARTS FACULTY. (2) FACULTY WITH NO TEACHING EXPERIENCE REACTED MORE FAVORABLY THAN FACULTY WITH VARIOUS LEVELS OF EXPERIENCE. (AUTHOR/LY)

****END OF ABSTRACT****

PUBLICATION DATE.. MAR 70

TITLE.. FACULTY PERCEPTIONS OF CONTINUING EDUCATION AT SYRACUSE UNIVERSITY.

PERSONAL AUTHOR.. PORTER, LEE

DESCRIPTOR.. ACADEMIC RANK (PROFESSIONAL); AGE DIFFERENCES; ANALYSIS OF VARIANCE; *ATTITUDES; *COLLEGE FACULTY; DEPARTMENTS; EMPLOYMENT PATTERNS; *EVENING COLLEGES; EXPERIENCE; FEMALES; JOB TENURE; MALES; *SURVEYS; *UNIVERSITY EXTENSION

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 33P.; OCCASIONAL PAPERS, 20

ABSTRACT.. THIS QUESTIONNAIRE SURVEY INVESTIGATED HOW SYRACUSE UNIVERSITY FACULTY VIEW THEIR CONTINUING EDUCATION UNIT (UNIVERSITY COLLEGE), EXAMINED DIFFERENCES IN THEIR ATTITUDES TOWARD CONTINUING EDUCATION, AND RECOMMENDED ACTION DESIGNED TO IMPROVE ATTITUDES. USABLE QUESTIONNAIRES WERE RETURNED BY 243 PERSONS. ON THE BASIS OF 35 STATEMENTS RELATING TO CONTINUING EDUCATION ADMINISTRATION, INSTRUCTION, PURPOSES, PROGRAMS, AND STUDENTS, THERE WAS A DEFINITE TENDENCY TOWARD APPROVAL OF UNIVERSITY COLLEGE. VARIANCE BY AGE, SEX, RANK, TEACHING AND RESEARCH INVOLVEMENT, TENURE, AND OTHER BIOGRAPHICAL FACTORS, WAS ANALYZED. STATISTICALLY SIGNIFICANT RESULTS INCLUDED FAVORABLE ATTITUDES AMONG FEMALES MORE THAN MEN; INSTRUCTORS MORE THAN PROFESSORS; FACULTY INVOLVED IN RESEARCH OR ON NONCREDIT TEACHING MORE THAN THOSE NOT INVOLVED IN EITHER; PROFESSIONAL SCHOOL FACULTY MORE THAN THOSE IN LIBERAL ARTS; AND THOSE WITH NO ADULT EDUCATION TEACHING EXPERIENCE MORE THAN THOSE WITH VARIOUS LEVELS OF EXPERIENCE. (TWENTY REFERENCES AND THE QUESTIONNAIRE ARE INCLUDED.) (LY)

AVAILABILITY.. SYRACUSE UNIVERSITY LIBRARY OF CONTINUING EDUCATION, 107 RONEY LANE, SYRACUSE, NEW YORK 13210 ($0.50)

****END OF ABSTRACT****

PUBLICATION DATE.. APR 70

TITLE.. INFLUENCES ON ADULT LEARNING IN THE EVENING COLLEGE.

PERSONAL AUTHOR.. KITCHIN, WILLIAM WILLIS

DESCRIPTOR.. *ACADEMIC PERFORMANCE; *ADULT STUDENTS; AGE DIFFERENCES; ANALYSIS OF VARIANCE; BIBLIOGRAPHIES; *EVENING COLLEGES; FEMALES; INVESTIGATIONS; MALES; MOTIVATION; PARTICIPANT SATISFACTION; PERCEPTION; *PERSONALITY; SOCIOECONOMIC STATUS; TEACHING METHODS; TEACHING STYLES; UNITS OF STUDY (SUBJECT FIELDS)

DESCRIPTIVE NOTE.. 79P.; UNIVERSITY OF NORTH CAROLINA EXTENSION BULLETIN; V4 N2 APRIL 1970

ABSTRACT.. THIS STUDY INVESTIGATED RELATIONSHIPS OF EVENING COLLEGE STUDENTS AUTONOMY AND SUCCORANCE NEEDS (OR INDEPENDENCE AND DEPENDENCE) TO THEIR ORIENTATIONS TOWARD LEARNING, PREFERRED STYLES AND METHODS OF TEACHING, SATISFACTION WITH PERCEIVED STYLES AND METHODS IN CLASS, AND ACADEMIC PERFORMANCE. TWO HUNDRED SUBJECTS AT THE UNIVERSITY OF NORTH CAROLINA WERE SURVEYED WITH A PERSONAL INFORMATION SHEET, AN ADJECTIVE CHECKLIST, AND THREE QUESTIONNAIRES. IT WAS HYPOTHESIZED THAT HIGH AUTONOMY NEED STUDENTS WOULD DIFFER FROM HIGH SUCCORANCE NEED STUDENTS ON LEARNING ORIENTATIONS, PREFERENCES, SATISFACTION, AND PERFORMANCE. POSSIBLE VARIATIONS BY AGE, SEX, AND OCCUPATIONAL STATUS WERE ALSO SOUGHT. THESE WERE AMONG THE CONCLUSIONS: THE STUDENTS DESIRED LEARNING FOR ITS OWN SAKE; MORE STUDENTS CHOSE LECTURE-DISCUSSION THAN ALL OTHER METHODS COMBINED; TEACHERS WERE PREFERRED WHO WERE ACCEPTING AND INTERACTIVE; STUDENT SATISFACTION WITH TEACHING METHODS WAS RELATED TO ACADEMIC ACHIEVEMENT; TEACHER STYLE SEEMED MORE IMPORTANT THAN TEACHING METHODS TO STUDENT SATISFACTION AND PERFORMANCE; SATISFACTION WITH TEACHING STYLES WAS MORE IMPORTANT THAN PERSONALITY TRAITS TO PERFORMANCE; SEX (FEMALE) AND SUCCORANCE NEED APPEAR RELATED. (INCLUDED ARE A CHART AND 12 TABLES, 66 REFERENCES, AND ONE QUESTIONNAIRE.) (LY)

AVAILABILITY.. UNIVERSITY EXTENSION DIVISION, UNIVERSITY OF NORTH CAROLINA, 119 ABERNETHY HALL, CHAPEL HILL, NORTH CAROLINA 27514

****END OF ABSTRACT****

PUBLICATION DATE.. 69

TITLE.. IDENTIFICATION OF CHARACTERISTICS THAT DIFFERENTIATE PARTICIPANTS IN A UNIVERSITY ADULT EVENING SCHOOL PROGRAM FROM NON-PARTICIPANTS.

PERSONAL AUTHOR.. TEICHERT, ROBERT HENRI

DESCRIPTOR.. AGE DIFFERENCES; *ANALYSIS OF VARIANCE; ATTITUDES; BIBLIOGRAPHIES; DOCTORAL THESES; EDUCATIONAL BACKGROUND; *EVENING COLLEGES; FEMALES; INCOME; INTERESTS; LEISURE TIME; MALES; MARITAL STATUS; MOBILITY; MOTIVATION; *PARTICIPANT CHARACTERISTICS; RELIGIOUS CULTURAL GROUPS; SOCIOECONOMIC STATUS; *UNIVERSITY EXTENSION

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 100P.; PH. D. THESIS

ABSTRACT.. THIS INVESTIGATION COMPARED 711 ADULT EVENING SCHOOL STUDENTS WITH 397 ADULT EDUCATION NONPARTICIPANTS (NEXT DOOR NEIGHBORS OF THE STUDENTS). THE MAJORITY OF NONPARTICIPANTS HAD NEVER BEEN ENROLLED IN ANY FORMAL EDUCATIONAL PROGRAM SINCE ENDING FULL TIME SCHOOL ATTENDANCE. SOME SIGNIFICANT DIFFERENCES WERE: (1) THE PARTICIPANTS WERE YOUNGER (A MAJORITY UNDER 30), LESS SATISFIED WITH THEIR PRESENT JOBS, MORE STRONGLY EXPECTED A PROMOTION OR CHANGE OF OCCUPATION, AND MORE STRONGLY ANTICIPATED AN INCREASE IN INCOME; (2) COMPARED TO PARTICIPANTS, A LARGE MAJORITY OF NONPARTICIPANTS OWNED THEIR OWN HOMES; (3) PARTICIPANTS ALREADY HAD HIGHER EDUCATIONAL LEVEL THAN NONPARTICIPATING NEIGHBORS, BUT THE TWO GROUPS DID NOT DIFFER IN DEGREE OF SATISFACTION WITH PAST FORMAL EDUCATION; (4) PARTICIPANT AND NONPARTICIPANT MALES DIFFERED MORE THAN PARTICIPANT AND NONPARTICIPANT FEMALES; (5) FEMALE PARTICIPANTS OUTNUMBERED MEN AT ALL AGE LEVELS EXCEPT 25-35; (6) PARTICIPANTS SPENT MORE OF THEIR LEISURE TIME ATTENDING PLAYS, LECTURES, CONCERTS, ATHLETIC EVENTS, AND OTHER EVENTS OUTSIDE THE HOME; (7) THEY ALSO SHOWED (AND ANTICIPATED) GREATER GEOGRAPHIC AND SOCIOECONOMIC MOBILITY. (AUTHOR/LY)

AVAILABILITY.. UNIVERSITY MICROFILMS, 300 N. ZEEB RD., ANN ARBOR, MICHIGAN, 48106 (ORDER NO. 69-22,200, MF $3.00, XEROGRAPHY $5.00)

****END OF ABSTRACT****

PUBLICATION DATE.. DEC 69

TITLE.. GOAL CONGRUENCE AND ORGANIZATIONAL EFFICACY IN TWO MERGING ADULT EDUCATION CENTERS.

PERSONAL AUTHOR.. HYDE, RALPH ABNER

DESCRIPTOR.. ADMINISTRATIVE PERSONNEL; ADULT STUDENTS; ANALYSIS OF VARIANCE; ATTITUDES; BIBLIOGRAPHIES; BUDGETS; COLLEGE FACULTY; *CONTINUING EDUCATION CENTERS; DOCTORAL THESES; ENROLLMENT; *MERGERS; *OBJECTIVES; *OFF CAMPUS FACILITIES; PARTICIPANT SATISFACTION; PERSONNEL; PHYSICAL FACILITIES; SURVEYS; *UNIVERSITY EXTENSION

IDENTIFIER.. MEMPHIS STATE UNIVERSITY; UNIVERSITY OF TENNESSEE

DESCRIPTIVE NOTE.. 200P.; ED.D. THESIS

ABSTRACT.. THIS STUDY INVESTIGATED THE GROWTH AND DEVELOPMENT OF TWO ADULT EDUCATION CENTERS (UNITS OF THE UNIVERSITY OF TENNESSEE AND MEMPHIS STATE UNIVERSITY) PRIOR TO THEIR MERGER; THE GOALS OF THE NEW JOINT UNIVERSITY CENTER (JUC); AND THE CONGRUENCE OF JUC GOALS WITH THE GOAL PERCEPTIONS OF THE FACULTY, STUDENTS, ADMINISTRATIVE STAFF, AND MANAGEMENT COMMITTEE. GOA STATEMENTS WERE GATHERED FROM 725 OPINION QUESTIONNAIRE RESPONDENTS. OTHER DATA CAME FROM RECORDS, REPORTS, AND INTERVIEWS WITH OFF CAMPUS CENTER DIRECTORS. BOTH CENTERS HAD BEEN RELATIVELY STABLE DURING THEIR EARLY YEARS, BUT NEITHER HAD ACHIEVED A BALANCE AMONG ITS FINANCES, PERSONNEL, CLIENTELE, PROGRAMS, AND PHYSICAL PLANT. BOTH SEEMED TO BE YOUNG AND VIABL ORGANIZATIONS CAPABLE OF ADAPTING TO CHANGE BUT UNABLE TO INITIATE CHANGE BECAUSE OF LACK OF AUTONOMY. TWELVE ORGANIZATIONAL GOALS WERE FORMULATED. MANAGEMENT COMMITTEE GOALS FOR THE JUC WERE CONGRUENT WITH THOSE OF OTHER RESPONDENTS, BUT PRIORITIES DIFFERED SOMEWHAT. THE PARENT INSTITUTIONS WER ESSENTIALLY ALIKE ON GOAL PERCEPTIONS AMONG STUDENTS AND PERCEPTIONS BY FACULTIES. PARTICIPANT SATISFACTION WITH THE DOWNTOWN CENTERS WAS CORRELATED WITH ATTITUDES (LARGELY POSITIVE) TOWARD CHANGE AND TOWARD THE NEW JUC. (LY)

AVAILABILITY.. UNIVERSITY MICROFILMS, 300 N. ZEEB RD., ANN ARBOR, MICHIGAN 48106 (ORDER NO. 70-17,823, MF $4.00, XEROGRAPHY $9.00)

INSTITUTION NAME.. TENNESSEE UNIV., KNOXVILLE.

****END OF ABSTRACT****

PUBLICATION DATE.. FEB 70

TITLE.. POLICE INSTRUCTORS SEMINAR ON TRAINING, 1968 AND 1969, FOR MARYLAND POLICE TRAINING COMMISSION.

PERSONAL AUTHOR.. MCCAIN, R. RAY

DESCRIPTOR.. *ADULT EDUCATORS; CURRICULUM; OBJECTIVES; PARTICIPANT SATISFACTION; PILOT PROJECTS; *POLICE; *PROGRAM EVALUATION; PROGRAM PLANNING; QUESTIONNAIRES; RATING SCALES; RESIDENTIAL PROGRAMS; *SEMINARS; TEXTBOOKS; *TRAINING; TRAINING TECHNIQUES; UNIVERSITY EXTENSION; WORKSHOPS

IDENTIFIER.. UNIVERSITY OF MARYLAND

DESCRIPTIVE NOTE.. 129P.;FINAL REPORT

ABSTRACT.. THE FIRST UNIVERSITY OF MARYLAND TWO WEEK RESIDENTIAL POLICE INSTRUCTOR SEMINAR ON TRAINING (PIST)--A PILOT PROJECT--WAS HELD DURING MAY 5-11 AND MAY 26 THROUGH JUNE 1, 1968; THE SECOND, INCORPORATING CHANGES ARISING FROM EVALUATION OF THE PILOT PROJECT, WAS HELD APRIL 27 THROUGH MAY 3 AND MAY 25-29, 1969. PARTICIPANTS IN THE TWO PROGRAMS NUMBERED 21 AND 17, RESPECTIVELY. IN THE FIRST PIST, THE INSTRUCTORS PRACTICED VARIOUS TRAINING TECHNIQUES DURING BOTH WEEKS. IN THE 1969 PIST, THE FIRST WEEK WAS DEVOTED TO LEARNING ABOUT TECHNIQUES AND THEIR APPLICATION, WITH THE SECOND WEEK DEVOTED ALMOST WHOLLY TO PRACTICE EXERCISES. THE PRIMARY REASON FOR THIS CHANGE OF RATIONALE WAS THE NEED FOR PREPARATION DURING THE WEEKS BETWEEN TWO HALVES. GREATER EMPHASIS IN THE 1969 PIST WAS PLACED ON DEVELOPING THE INSTRUCTIONAL ABILITY OF INDIVIDUALS, AND ON USING SMALL GROUP DISCUSSION. READING MATERIALS FOR BOTH PIST SEMINARS INCLUDED STATON'S "HOW TO INSTRUCT SUCCESSFULLY," AND A NOTEBOOK OF INSTRUCTIONAL MATERIALS AND ARTICLES. THE SECOND SEMINAR IN PARTICULAR WAS WELL RECEIVED, AND MOST PARTICPANTS REPORTED THEY HAD ACQUIRED NEW IDEAS AND PRACTICES. ALMOST ALL PARTICIPANTS AGREED THAT THE PROGRAM SHOULD BE EXTENDED TO THREE OR FOUR WEEKS, INCLUDING MORE TIME FOR PRACTICAL APPLICATION EXERCISES. (LY)

INSTITUTION NAME.. MARYLAND UNIV., COLLEGE PARK. CONFERENCES AND INSTITUTES DIV.

****END OF ABSTRACT****

ERICABSTR
EJ 042156

ERIC ABSTRACTS FOR
SEARCH NUMBER 1565

PUBLICATION DATE.. JUN 71

TITLE.. RESOLVED: THAT AS A RESULT OF THE CURRENT REVOLUTIONS IN HIGHER EDUCATION

PERSONAL AUTHOR.. LORING, ROSALIND; AND OTHERS

DESCRIPTOR.. *ACADEMIC ENRICHMENT; ATTITUDES; *UNIVERSITY EXTENSION

ABSTRACT.. THIS ARTICLE GIVES THREE DIFFERENT POINTS OF VIEW ON THE ROLE OF EXTENSION IN THE UNIVERSITY TODAY AND WHAT WILL COME OF IT IN THE FUTURE. (MR)

JOURNAL CITATION.. NUEA SPECTATOR; 36; 5; 23-7

****END OF ABSTRACT****

PUBLICATION DATE.. AUG 70

TITLE.. A STUDY OF TEACHING UNIVERSITY EXTENSION CLASSES BY TELE-LECTURE.

PERSONAL AUTHOR.. PUZZUOLI, DAVID A.

DESCRIPTOR.. *ACADEMIC ACHIEVEMENT; COLLEGE STUDENTS; COMPARATIVE ANALYSIS; *ELECTROMECHANICAL AIDS; ELEMENTARY SCHOOL TEACHERS; ENGINEERING; INDUSTRIAL PERSONNEL; *INSTRUCTIONAL TECHNOLOGY; MATHEMATICS; QUESTIONNAIRES; STUDENT ATTITUDES; *TELEPHONE INSTRUCTION; TELEVISED INSTRUCTION; *UNIVERSITY EXTENSION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 73P.

ABSTRACT.. AFTER AN OVERVIEW OF LITERATURE ON TELE-LECTURE MODELS, A STUDY WAS MADE OF THE APPLICABILITY OF TEACHING UNIVERSITY EXTENSION COURSES BY TELE-LECTURE AND ELECTROWRITER. AT WEST VIRGINIA UNIVERSITY, COURSES IN MINING ENGINEERING AND IN MODERN MATHEMATICS WERE GIVEN TO COLLEGE CLASSES (CONTROL GROUP) AND ALSO, USING TELE-LECTURE AND ELECTROWRITER, TO EXTENSION CLASSES IN BECKLEY, 265 MILES DISTANT (EXPERIMENTAL GROUP). COMPARATIVE ANALYSIS OF THE ACHIEVEMENT OF THE TWO GROUPS, USING THE T-TEST AND F RATIO, SHOWED THAT ACHIEVEMENT BY THE EXTENSION CLASSES WAS EQUAL TO, OR SIGNIFICANTLY GREATER THAN, THAT OF STUDENTS IN THE ON-CAMPUS CLASSES. ANALYSIS OF EXTENSION STUDENT QUESTIONNAIRE RESPONSES, USING THE MANN-WHITNEY U TEST, SUPPORTED THE THESIS THAT SUCCESS IN TELE-LECTURE TEACHING IS GREATER WHEN THE PROFESSOR LIMITS CONTINUOUS LECTURING TO 20-25 MINUTES, PROVIDES PRINTED MATERIAL, USES AUDIOVISUAL TECHNIQUES AS A SUPPLEMENT, MAKES A NUMBER OF PERSONAL VISITS (TWO OR THREE) TO THE CLASS, AND BASES THE CLASS ON PROBLEM SOLVING TECHNIQUES. (THE QUESTIONNAIRE IS INCLUDED.) (DM)

****END OF ABSTRACT****

PUBLICATION DATE.. AUG 70

TITLE.. IN-SERVICE EDUCATION FOR CASE WORKERS IN HOME MANAGEMENT IMPROVEMENT FOR WELFARE RECIPIENT FAMILIES IN TEN EASTERN KENTUCKY COUNTIES.

DESCRIPTOR.. *CASEWORKERS; FOLLOWUP STUDIES; *HOME MANAGEMENT; *INSERVICE EDUCATION; PARTICIPANT SATISFACTION; PILOT PROJECTS; PROGRAM CONTENT; PROGRAM EVALUATION; QUESTIONNAIRES; TEACHING METHODS; *UNIVERSITY EXTENSION; *WELFARE RECIPIENTS; WORKSHOPS

IDENTIFIER.. KENTUCKY

DESCRIPTIVE NOTE.. 40P.

ABSTRACT.. MOREHEAD STATE UNIVERSITY CONDUCTED INSERVICE WORKSHOPS IN HOME MANAGEMENT FOR 42 SOCIAL CASEWORKERS IN EASTERN KENTUCKY. THE SUBJECTS COVERED WERE COMMUNITY RESOURCES; FAMILY PLANNING; CLOTHING, GARDENING, AND NUTRITION; AND ENVIRONMENTAL SANITATION AND HOME NURSING. TEACHING METHODS INCLUDED LECTURES, FIELD TRIPS, BUZZ SESSIONS, QUESTIONS AND ANSWERS, GROUP PRESENTATIONS, MOVIES, FILM STRIPS, AND TRANSPARENCIES. PARTICIPANTS FELT THE MOST INTERESTING SUBJECTS WERE SANITATION, HOME NURSING, GARDENING, FAMILY PLANNING, AND NUTRITION FOR THE ELDERLY. THE LECTURE METHOD WAS RATED MOST EFFECTIVE; FILMS AND FILM STRIPS WERE ALSO RANKED HIGH; DISCUSSION GROUPS WERE RATED LEAST EFFECTIVE. BEFORE THE WORKSHOPS, SANITATION AND HOME NURSING HAD BEEN THE LEAST FAMILIAR TOPICS; IT WAS FELT THAT THEY WERE WELL COVERED BUT THERE WAS A NEED FOR MORE MATERIAL ON HOME NURSING. AFTER SEVERAL WEEKS, A FOLLOWUP QUESTIONNAIRE SHOWED THAT PARTICIPANTS FELT THE INFORMATION ABOUT FOOD STAMPS AND DONATED FOOD PROGRAMS, ENVIRONMENTAL SANITATION, COMMUNITY RESOURCE AGENCIES, AND HOME NURSING HAD BEEN MOST BENEFICIAL TO CASE WORKERS WHEN WORKING WITH CLIENTS MONEY MANAGEMENT AND FAMILY PLANNING WERE TOPICS THEY FELT LEAST PREPARED TO DISCUSS WITH THEIR CLIENTS. (EB)

INSTITUTION NAME.. MOREHEAD STATE UNIV., KY. SCHOOL OF APPLIED SCIENCES AND TECHNOLOGY.

****END OF ABSTRACT****

PUBLICATION DATE.. APR 70

TITLE.. CORRESPONDENCE STUDY: STUDENT EVALUATION. PHASE II, PART I OF THE STATE-WIDE CORRESPONDENCE STUDY.

DESCRIPTOR.. COLLEGE CREDITS; *CORRESPONDENCE STUDY; DEMOGRAPHY; INTERINSTITUTIONAL COOPERATION; QUESTIONNAIRES; *STATE UNIVERSITIES; STATISTICAL DATA; *STUDENT ATTITUDES; *SURVEYS; *UNIVERSITY EXTENSION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 38P.

ABSTRACT.. A QUESTIONNAIRE SURVEY OF STUDENT ATTITUDES TOWARD CORRESPONDENCE STUDY AT THREE OF FIVE FOUR YEAR COLLEGES IN THE STATE OF WASHINGTON, CONDUCTED BY THE OFFICE OF INSTITUTIONAL EDUCATION RESEARCH OF THE UNIVERSITY OF WASHINGTON, USING A FORMAT SIMILAR TO ITS STUDY OF FACULTY ATTITUDES IN 1968, BROUGHT A RESPONSE OF 50% , WHICH WAS AUGMENTED BY A TELEPHONE FOLLOWUP OF 50 NONRESPONDENTS. IT WAS FOUND THAT THE THREE PARTICIPATING SCHOOLS DID NOT SERVE THE SAME CLIENTELE. DEMOGRAPHICALLY, EASTERN WASHINGTON STATE COLLEGE STUDENTS WERE OLDER, MORE APT TO BE FEMALE, MARRIED, AND POSSESS MORE FORMAL EDUCATION THAN STUDENTS FROM CENTRAL WASHINGTON STATE COLLEGE AND THE UNIVERSITY OF WASHINGTON. THE INSTITUTIONS TENDED TO SERVE STUDENTS WHO LIVED NEAR THEM. HIGH PROPORTIONS OF THE CENTRAL STATE COLLEGE AND THE STATE UNIVERSITY WERE PRIMARY AND SECONDARY SCHOOL TEACHERS. THE MOST GENERAL SHORTCOMING OF THE CORRESPONDENCE COURSES WAS FELT TO BE LACK OF CONTACT WITH FACULTY AND OTHER STUDENTS. PERHAPS THIS AND THE RESTRICTION ON THE NUMBER OF CREDITS A STUDENT COULD EARN THROUGH CORRESPONDENCE WERE THE REASONS THAT STUDENTS LIMIT THEMSELVES TO 1-3 CORRESPONDENCE COURSES. ADVANTAGES WERE HOME STUDY AND LACK OF FAMILY AND JOB DISRUPTIONS BY SCHOOLING. (26 TABLES AND THE QUESTIONNAIRE USED IN THE STUDY ARE INCLUDED.) (DM)

****END OF ABSTRACT****

PUBLICATION DATE.. 69

TITLE.. A NEW DIRECTION FOR WISCONSIN INACTIVE HEALTH PERSONNEL.

DESCRIPTOR.. AGE GROUPS; CHILDREN; CLINICAL EXPERIENCE; EDUCATIONAL BACKGROUND; HEALTH PERSONNEL; HOSPITALS; INSTRUCTIONAL STAFF; *LABOR FORC NONPARTICIPANTS; MARITAL STATUS; MOTIVATION; *NURSES; *PARTICIPANT CHARACTERISTICS; PARTICIPANT SATISFACTION; PART TIME JOBS; *REFRESHER COURSES; *UNIVERSITY EXTENSION; WORKING WOMEN

IDENTIFIER.. WISCONSIN UNIVERSITY

DESCRIPTIVE NOTE.. 64P.

ABSTRACT.. SUPPORTED BY A CONTRACT WITH THE UNITED STATES PUBLIC HEALTH SERVICE, THE UNIVERSITY OF WISCONSIN DEPARTMENT OF NURSING, UNIVERSITY EXTENSION, HAS PROVIDED REFRESHER COURSES FOR INACTIVE NURSES, ON A STATE-WIDE BASIS. THIS IS A REPORT OF A SURVEY OF ENROLLEES IN THE 18 COURSES OFFERED BETWEEN SEPTEMBER 1967 AND DECEMBER 1968. THE MAJORITY OF THE COURSES WERE GIVEN IN SOUTHEASTERN WISCONSIN; CONTENT AND FORMAT VARIED, DEPENDING ON THE NEEDS OF EACH COMMUNITY. IT WAS FOUND THAT OF TH 296 NURSES WHO HAD TAKEN A REFRESHER COURSE, 63% WERE WORKING, 62% WERE WORKING IN HOSPITALS, 79% WERE WORKING PART-TIME, 75% WERE MARRIED, AND 9 HAD CHILDREN, AND MOST WERE BETWEEN 40 AND 49. MOST OF THE ENROLLEES WERE GRADUATED FROM HOSPITAL DIPLOMA PROGRAMS AND ONE OUT OF THREE HAD HAD ADDITIONAL EDUCATION BEYOND THE BASIC DIPLOMA. THE LARGEST NUMBER HAD BEE INACTIVE FROM 11 TO 20 YEARS. ONE OF TEN INDICATED AN UNSATISFACTORY OR INADEQUATE ORIENTATION TO THE POSITION THEY HELD. THEIR MAIN PROBLEMS IN RETURNING TO WORK WERE LACK OF CONFIDENCE, INADEQUATE ORIENTATION OR SUPERVISION, UNFAMILIARITY WITH NEW MEDICATIONS AND TREATMENTS, ADJUSTING THEIR TIME, AND THEIR FAMILY'S ADJUSTMENT. THE MAJORITY FELT THE COURSE M THEIR NEEDS; SUGGESTIONS FOR IMPROVEMENT FREQUENTLY RELATED TO THE KIND A AMOUNT OF CLINICAL PRACTICE. (ED)

INSTITUTION NAME.. WISCONSIN UNIV., MADISON, UNIV. EXTENSION.

****END OF ABSTRACT****

PUBLICATION DATE.. 69

TITLE.. MODEL CITIES TRAINING PROGRAM. EVALUATION REPORT.

PERSONAL AUTHOR.. HYDER, CHARLES M.

DESCRIPTOR.. CONSULTANTS; DECISION MAKING; *DEMONSTRATION PROGRAMS; GOAL ORIENTATION; *GOVERNING BOARDS; GROUP UNITY; PARTICIPANT SATISFACTION; PLANNING; *PROGRAM EVALUATION; QUESTIONNAIRES; SEMINARS; *TRAINING; UNIVERSITY EXTENSION; *URBAN RENEWAL

IDENTIFIER.. CHATTANOOGA (TENNESSEE); *MODEL CITIES

DESCRIPTIVE NOTE.. 32P.

ABSTRACT.. THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA RAN A DEMONSTRATION MODEL CITIES TRAINING PROGRAM TO ENABLE THE 50 MEMBERS OF THE COMMUNITY DEVELOPMENT ADMINISTRATION BOARD TO FUNCTION AS A COHESIVE ADMINISTRATIVE BODY. SEMINARS WERE HELD ON 10 SATURDAYS IN THE FALL OF 1969; LARGE AND SMALL GROUP SESSIONS WERE HELD AND PARTICIPANTS HAD TIME TO INTERACT INFORMALLY WITH OTHER PARTICIPANTS, CONSULTANTS, OR STAFF MEMBERS. TEN CONSULTANTS DISCUSSED THE PHILOSOPHY, PRACTICE, ORGANIZATION, PLANNING CONCEPTS, AND FINANCING OF THE MODEL CITIES PROGRAM AND DECISION MAKING, CITIZEN PARTICIPATION, ROLES OF THE BOARD, AND PROBLEM SOLVING AND GROUP INTERACTION. THE PARTICIPANTS FELT THAT THE TRAINING PROGRAM HAD CREATED A FEELING OF GROUP SOLIDARITY AND COHESIVENESS; SMALL GROUP DISCUSSION WAS PARTICULARLY HELPFUL. THEY FELT THEY HAD ACQUIRED VALUABLE KNOWLEDGE OF THE STRUCTURE OF THE MODEL CITIES ORGANIZATION AND HAD DEVELOPED AN AWARENESS OF THE DECISION MAKING PROCESS. THEY SUGGESTED THAT MATERIALS SHOULD BE DISTRIBUTED PRIOR TO THE SEMINAR AND THAT THE INPUTS OF THE CONSULTANTS SHOULD BE RECORDED FOR FURTHER USE. (APPENDIXES INCLUDE THE SURVEY INSTRUMENT, A LIST OF BOARD MEMBERS, VISITING CONSULTANTS, AND STAFF MEMBERS. SEE AC 008 712 FOR A DESCRIPTION OF THE PROGRAM.) (EB)

INSTITUTION NAME.. TENNESSEE UNIV., CHATTANOOGA.

****END OF ABSTRACT****

PUBLICATION DATE.. 31 JUL 70

TITLE.. GOVERNMENT STUDY SESSIONS. FINAL REPORT.

DESCRIPTOR.. ATTENDANCE; *CITY OFFICIALS; EDUCATIONAL NEEDS; FEES; *INSTITUTES (TRAINING PROGRAMS); MUNICIPALITIES; PARTICIPANT SATISFACTION; *PROFESSIONAL CONTINUING EDUCATION; *PROGRAM EVALUATION; SURVEYS; UNITS OF STUDY (SUBJECT FIELDS); *UNIVERSITY EXTENSION

DESCRIPTIVE NOTE.. 13P.

ABSTRACT.. CONDUCTED FOR 67 CITY OFFICIALS FROM 21 MUNICIPALITIES, THESE 1969-70 EVENING SESSIONS WERE DESIGNED TO PROMOTE AN EXCHANGE OF IDEAS AND PROGRAMS, STIMULATE PROFESSIONALIZATION AND ACADEMIC PROGRESS AMONG LOCAL OFFICIALS, AND UPGRADE THE PRACTICE OF LOCAL GOVERNMENT. EACH PARTICIPANT WAS CHARGED A $20 FEE. MOST MAJOR FELT NEEDS PERTAINED TO FINANCE OR TO CAPITAL PROJECTS. SIX OF THE 11 MEETINGS WERE WELL ATTENDED AND HIGHLY SUCCESSFUL. FOUR SESSIONS COVERED SUCH TOPICS AS COMMUNICATION, MOTIVATION, FINANCE AND BUDGETING, ECONOMIC DEVELOPMENT AND CHANGE, SOCIAL PROBLEMS, ADMINISTRATIVE ORGANIZATION, LEADERSHIP, AND PERSONNEL ADMINISTRATION. ECONOMIC DEVELOPMENT AIMS INCLUDED CREATING ENOUGH EMPLOYMENT OPPORTUNITIES TO PERMIT ENTERPRISING, TRAINED YOUTH TO RETURN TO THEIR HOME TOWN IF DESIRED. PARTICIPANTS GENERALLY FOUND THE SESSIONS QUITE INFORMATIVE; WERE AT LEAST PARTLY SATISFIED WITH EXISTING SCHEDULING; FOUND THE SERIES HELPFUL IN IMPROVING PERSONAL EFFECTIVENESS; AND WOULD LIKE TO PARTICIPATE FULLY IN A SIMILAR 1970-71 PROGRAM. ON THE BASIS OF THESE AND OTHER RESPONSES, A CONTINUING EDUCATION PROGRAM FOR SMALL CITIES AND RURAL COUNTIES IS STRONGLY RECOMMENDED. (LY)

INSTITUTION NAME.. EASTERN KENTUCKY UNIV., RICHMOND.

****END OF ABSTRACT****

PUBLICATION DATE.. 68

TITLE.. TELEVISION PERFORMANCE EFFECTIVENESS: A STUDY OF RELATED VARIABLES AND THE EFFECTS OF INSERVICE TRAINING AND EVALUATIVE FEEDBACK.

PERSONAL AUTHOR.. HATCH, JAMES CORDELL

DESCRIPTOR.. ATTITUDES; COGNITIVE PROCESSES; DEMOGRAPHY; DOCTORAL THESES; *EDUCATIONAL BACKGROUND; EVALUATION; EXTENSION EDUCATION; *FEEDBACK; INSERVICE EDUCATION; INVESTIGATIONS; PERFORMANCE FACTORS; PERSONALITY; PREDICTIVE MEASUREMENT; *PROGRAM EFFECTIVENESS; RATING SCALES; *TELEVISION; WORK EXPERIENCE; WORKSHOPS

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 353P.; PH.D. THESIS, UNIV. OF WISCONSIN, 1968

ABSTRACT.. THEORETICALLY, A NUMBER OF DEMOGRAPHIC, PERSONALITY, ATTITUDINAL, COGNITIVE, AND PERFORMANCE VARIABLES WERE SELECTED FOR EXAMINING TELEVISION PERFORMANCE EFFECTIVENESS. THE EXPERIMENT, CONDUCTED WITHIN THE WORKSHOP CONTEXT, WAS REPLICATED IN 1965 WITH A TOTAL OF 62 PARTICIPANTS. EACH YEAR SUBJECTS WERE PLACED INTO THREE RANDOM GROUPS, STRATIFIED BY SEX AND JOB CLASSIFICATION. GROUP 1 SUBJECTS MADE A TELEVISION PRESENTATION, SAW AND EVALUATED THE VIDEOTAPE REPLAY, AND RECEIVED A WRITTEN PANEL CRITIQUE FOR STUDY AND COMPARISON. GROUP 2 SUBJECTS PERFORMED, THEN HAD THE PANEL CRITIQUE ONLY. GROUP 3 SUBJECTS PERFORMED BUT HAD NO FEEDBACK. INSERVICE TRAINING FOLLOWED TREATMENT. AT THE END OF THE WORKSHOP ALL SUBJECTS REMADE THEIR PRESENTATIONS, WHICH WERE BOTH PANEL AND PERFORMER EVALUATED. HIGH FEEDBACK PRODUCED SIGNIFICANTLY MORE FAVORABLE ATTITUDES TOWARD TELEVISION AS A MEDIUM FOR EXTENSION EDUCATION (P<.05). KEY PREDICTORS OF CHANGE WERE GRADE POINT AVERAGE, COLLEGE TELEVISION COURSES, GRADUATE CREDITS, DEGREES, YEARS IN EXTENSION, TELEVISION EXPERIENCE, ATTITUDE, SELF CONCEPT, TELEVISION KNOWLEDGE, AND THE EXHIBITION, ACHIEVEMENT, AUTONOMY, ORDER, DOMINANCE, AND AGGRESSION PERSONALITY TRAITS. PERFORMANCE RATINGS BY TELEVISION DIRECTORS WERE SIMILAR TO THOSE OF OTHER AUTHORITATIVE EVALUATORS. (AUTHOR/NL)

AVAILABILITY.. UNIVERSITY MICROFILMS, 300 N. ZEEB RD., ANN ARBOR, MICHIGAN 48106 (ORDER NO. 68-15,989, MF $4.55, XEROGRAPHY $16.00)

****END OF ABSTRACT****

PUBLICATION DATE.. 69

TITLE.. FACULTY ATTITUDES TOWARD SELECTED ASPECTS OF A MULTIDIMENSIONAL UNIVERSITY CONTINUING EDUCATION COLLEGE.

PERSONAL AUTHOR.. PORTER, LEE

DESCRIPTOR.. AGE DIFFERENCES; *ATTITUDES; *COLLEGE FACULTY; *COLLEGES; DOCTORAL THESES; EDUCATIONAL BACKGROUND; HUMANITIES; INVESTIGATIONS; JOB TENURE; LIBERAL ARTS; NONCREDIT COURSES; PROFESSIONAL EDUCATION; QUESTIONNAIRES; RESEARCH; SCIENCES; *UNIVERSITY EXTENSION

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 152P.; ED.D. THESIS

ABSTRACT.. THIS STUDY EXAMINED FACULTY ATTITUDES TOWARD SELECTED ASPECTS OF MULTIDIMENSIONAL UNIVERSITY CONTINUING EDUCATION COLLEGE. A STRATIFIED RANDOM SAMPLE OF 300 SYRACUSE UNIVERSITY FACULTY MEMBERS ANSWERED AN ATTITUDE QUESTIONNAIRE WITH 35 STATEMENTS TO WHICH THEY RESPONDED ON A CONTINUUM FROM "STRONGLY AGREE" TO "STRONGLY DISAGREE." BIOGRAPHICAL DATA SUCH AS AGE, RANK, EXPERIENCE AND SEX WERE ALSO REQUESTED. IN TERMS OF ATTITUDINAL DIFFERENCES, FEMALES WERE SIGNIFICANTLY MORE FAVORABLY DISPOSED THAN MALES. INSTRUCTORS WERE MORE FAVORABLE THAN PROFESSORS AND NO SIGNIFICANT DIFFERENCES WERE FOUND ACCORDING TO AGE. THOSE WHO HAD BEEN INVOLVED IN RESEARCH WERE MORE FAVORABLY DISPOSED THAN THOSE WITH NO INVOLVEMENT AS WERE THOSE WHO TAUGHT IN NON-CREDIT PROGRAMS OVER STRICTLY CREDIT TEACHING. FACULTY MEMBERS FROM THE PROFESSIONAL SCHOOLS WERE SIGNIFICANTLY MORE FAVORABLE IN THEIR RESPONSES THAN LIBERAL ARTS FACULTY BUT THERE WERE NO DIFFERENCES BETWEEN SOCIAL SCIENCE-HUMANITIES FACULTY AN THOSE IN THE NATURAL SCIENCES. PART-OF-LOAD VERSUS OVERLOAD METHODS OF COMPENSATION SHOWED ATTITUDINAL DIFFERENCES IN BOTH DIRECTIONS AMONG THE VARIOUS CATEGORIES. THOSE FACULTY MEMBERS WITH NO TEACHING EXPERIENCE REACTED MORE FAVORABLY THAN FACULTY WITH VARIOUS LEVELS OF EXPERIENCE AND YEARS AT SYRACUSE UNIVERSITY WERE SIGNIFICANT IN ONLY ONE ATTITUDE CATEGORY. (AUTHOR/NL)

AVAILABILITY.. UNIVERSITY MICROFILMS, 300 N. ZEEB RD., ANN ARBOR, MICHIGAN 48106 (ORDER NO. 70-14,727, MF $4.00, XEROGRAPHY $7.20)

****END OF ABSTRACT****

PUBLICATION DATE.. JAN 72

TITLE.. THE NEC STUDENTS WHOSE GRADES SUDDENLY WENT UP

PERSONAL AUTHOR.. COOPER, CHRISTOPHER

DESCRIPTOR.. *ACHIEVEMENT GAINS; CONFERENCES; *CORRESPONDENCE STUDY; EDUCATIONAL IMPROVEMENT; *EXTENSION EDUCATION; HOME STUDY; *INTERPERSONAL RELATIONSHIP; *MOTIVATION; TEACHER ATTITUDES

IDENTIFIER.. ENGLAND

ABSTRACT.. A BRITISH TEACHER HAS LEARNED THAT HIS CORRESPONDENCE COURSE STUDENTS SUFFER-FROM LONELINESS. MARKED IMPROVEMENT IN THEIR WORK HAS COME AFTER HE WRITES THEM PERSONAL LETTERS OR TELEPHONES THEM AND ESPECIALLY AFTER WEEKEND CONFERENCES ATTENDED BY OTHER STUDENTS. (PD)

JOURNAL CITATION.. HOME STUDY; 1; 2-5

****END OF ABSTRACT****

PUBLICATION DATE.. 30 JUL 71

TITLE.. A STUDY OF A PROPOSED MULTI-PURPOSE COMMUNICATIONS SYSTEM.

DESCRIPTOR.. CONTINUING EDUCATION CENTERS; *FEASIBILITY STUDIES; *INSTRUCTIONAL TELEVISION; MICROWAVE RELAY SYSTEMS; STATE PROGRAMS; *STATEWIDE PLANNING; TEACHER ATTITUDES; *TELECOMMUNICATION; TELEPHONE COMMUNICATION SYSTEMS; TELEVISION; UNIVERSITY EXTENSION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 131P.

ABSTRACT.. A FACULTY COMMITTEE, CONSISTING OF MEMBERS FROM VARIOUS DEPARTMENTS AND FROM THE AUDIOVISUAL CENTER AT WASHINGTON STATE UNIVERSITY (WSU), INVESTIGATED THE FEASIBILITY OF ESTABLISHING A TWO-WAY TELEVISION NETWORK IN THE SOUTHEASTERN WASHINGTON AREA FOR PARTICIPANTS IN CONTINUING EDUCATION STUDIES AND FOR CERTAIN GRADUATE CLASSES. THE COMMITTEE SURVEYED THE FACULTY OF VARIOUS UNIVERSITY DEPARTMENTS TO FIND OUT WHAT THEIR ATTITUDE WAS TOWARD SUCH A SYSTEM AND HOW MUCH THEY THOUGHT IT WOULD BE USED BY THEIR DEPARTMENT. THEY APPROACHED POTENTIAL VENDORS OF EQUIPMENT FOR SUCH A SYSTEM AND OBTAINED COST ESTIMATES. BASED ON THEIR SURVEY THEY RECOMMENDED THAT WSU TAKE THE INITIATIVE IN ESTABLISHING A MODEL OR PROTOTYPE SYSTEM. THE PROPOSED SYSTEM WOULD EVENTUALLY COVER THE STATE OF WASHINGTON AND WOULD INCLUDE ONE AND TWO-WAY TELEVISION COMMUNICATION AND CHANNELS FOR VOICE COMMUNICATION, DATA, TELETYPE, AND FACSIMILE REPRODUCTION. THEY ESTIMATED THAT THE UNIVERSITY WOULD USE THE SYSTEM FOR 177 HOURS PER WEEK AND THUS WOULD REQUIRE TWO DUPLEX BROADBAND DEDICATED CHANNELS. THEY FOUND A WIDE VARIETY OF ATTITUDES AMONG FACULTY MEMBERS TOWARD THE SYSTEM, RANGING FROM ENTHUSIASM TO SKEPTICISM, AND A WIDE VARIATION AMONG DEPARTMENTS AS TO THEIR ESTIMATES OF THE AMOUNT OF TIME THEY WOULD USE IT. SEVERAL WAYS OF FINANCING SUCH A SYSTEM WERE SUGGESTED. (JY)

****END OF ABSTRACT****

PUBLICATION DATE.. JUL 71

TITLE.. USE OF TELELECTURE AND ELECTROWRITER SYSTEMS TO TEACH ENGINEERING COURSES. FINAL REPORT.

PERSONAL AUTHOR.. KNUDSEN, JAMES G.; STONE, SOLON A.

DESCRIPTOR.. *ELECTROMECHANICAL AIDS; *ENGINEERING EDUCATION; EXTENSION EDUCATION; MASTERS DEGREES; *PROFESSIONAL CONTINUING EDUCATION; STUDENT REACTION; TEACHING TECHNIQUES; *TELEPHONE COMMUNICATION SYSTEMS; *UNIVERSITY EXTENSION

IDENTIFIER.. ELECTROWRITERS; *TELELECTURES

DESCRIPTIVE NOTE.. 35P.

ABSTRACT.. A MASTER'S DEGREE PROGRAM IN ENGINEERING IN PORTLAND, OREGON, WAS TAUGHT BY FACULTY MEMBERS WHO COMMUTED FROM THE SCHOOL OF ENGINEERING AT OREGON STATE UNIVERSITY 60 MILES AWAY. THE ONE THREE-HOUR MEETING PER WEEK SCHEDULE MAINTAINED BY THIS PROGRAM DIDN'T PRODUCE THE QUALITY OF COURSE THAT RESULTED FROM ON-CAMPUS INSTRUCTION BY THE SAME INDIVIDUALS ON A TWO- OR THREE-MEETING PER WEEK BASIS. TO REMEDY THIS PROBLEM A STUDY WAS MADE TO DETERMINE THE FEASIBILITY OF EMPLOYING STANDARD TELEPHONE CIRCUITS AND TELELECTURE/ELECTROWRITER COMPONENTS SO THAT BOTH ORAL AND VISUAL INFORMATION COULD BE PRESENTED AT REMOTE CLASSROOMS SEVERAL TIMES A WEEK. A VARIETY OF ARRANGEMENTS IN TERMS OF MEETING TIMES, COURSE TYPES, INSTRUCTORS, ETC., WERE USED. THE RESPONSE OF THE STUDENTS AND INSTRUCTORS TO THIS TYPE OF TEACHING TECHNIQUE WAS SAMPLED BY BOTH QUESTIONNAIRES AND INDIVIDUAL CONTACTS. IN GENERAL, ALTHOUGH OFF-CAMPUS STUDENTS PERFORMED AS WELL AS ON-CAMPUS STUDENTS TAKING THE SAME COURSE, THE STUDENTS MUCH PREFERRED THE FACE-TO-FACE CONTACT TYPE OF COURSE. THE MATERIAL THAT MUST BE PRESENTED VISUALLY IN A GRADUATE COURSE SEEMED TO BE TOO MUCH FOR THE ELECTROWRITER TO HANDLE WITH EASE. ON THE BASIS OF STUDENTS' COMMENTS, SEVERAL SUGGESTIONS WERE MADE FOR IMPROVING THE REMOTE COURSES. (JY)

INSTITUTION NAME.. OREGON STATE UNIV., CORVALLIS.

SPONSORING AGENCY NAME.. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.

****END OF ABSTRACT****

PUBLICATION DATE.. AUG 71

TITLE.. HOW CONTINUING EDUCATION PROGRAMMERS PERCEIVE THEIR JOB ROLES.

PERSONAL AUTHOR.. ROWE, GEORGE P., ED.

DESCRIPTOR.. *ADULT EDUCATION PROGRAMS; ATTITUDES; *EDUCATIONAL PROGRAMS; *EXTENSION AGENTS; *EXTENSION EDUCATION; PROFESSIONAL PERSONNEL; QUESTIONNAIRES; ROLE PERCEPTION; *UNIVERSITY EXTENSION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 7P.; SUMMARY OF UNPUBLISHED SPECIAL PROBLEM REPORT

ABSTRACT.. TO DETERMINE THE ATTITUDES OF UNIVERSITY OF MISSOURI CONTINUING EDUCATION PROGRAMMERS TOWARD THEIR JOB ROLES, QUESTIONNAIRES WERE MAILED TO ALL 24 PROGRAMMERS (10 WOMEN AND 14 MEN). A 100% RATE OF RETURN WAS OBTAINED. A SUMMARY OF THE 17 FINDINGS IS PROVIDED. PROBLEMS ELICITED FROM THE QUESTIONNAIRES CONCERN: (1) THE DIFFICULTY IN SECURING RESOURCE PEOPLE, PRIMARILY INSTRUCTORS FOR EDUCATIONAL PROGRAMS; (2) THE LACK OF COMMUNICATION WITH VARIOUS ACADEMIC DEPARTMENTS; (3) THE ADDITIONAL JOB RESPONSIBILITIES OF THE PROGRAMMERS IN THE "TRADITIONAL" EXTENSION AREAS; (4) THE NEED FOR ADDITIONAL TRAINING IN PROGRAM PLANNING, IDENTIFYING RESOURCES, AND COMMUNICATIONS WITH STAFF AND UNIVERSITY PERSONNEL; (5) THE NEED FOR SUFFICIENT SECRETARIAL HELP; AND (6) AN OVERLAP OF JOB RESPONSIBILITIES AMONG THE PROGRAMMERS. RECOMMENDATIONS ARE OFFERED IN EACH OF THESE PROBLEM AREAS. A GENERAL RECOMMENDATION MADE IS THAT A FOLLOW-UP STUDY BE CONDUCTED IN A YEAR OR TWO TO SERVE AS A COMPARISON WITH THE PRESENT STUDY. (DB)

****END OF ABSTRACT****

PUBLICATION DATE.. APR 72

TITLE.. PARTICIPANT EVALUATION OF UCEA URBAN SIMULATION MATERIALS AND WORKSHOPS.

PERSONAL AUTHOR.. BLOUGH, JOHN A.

DESCRIPTOR.. *ADMINISTRATOR EDUCATION; *EVALUATION TECHNIQUES; INSTRUCTIONAL MATERIALS; MATERIAL DEVELOPMENT; PARTICIPANT SATISFACTION; *PRINCIPALS; QUESTIONNAIRES; *SIMULATED ENVIRONMENT; *UNIVERSITY EXTENSION; *URBAN SCHOOLS; WORKSHOPS

IDENTIFIER.. *URBAN SIMULATION PROJECT; URBSIM

DESCRIPTIVE NOTE.. 17P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILLINOIS, APRIL 1972)

ABSTRACT.. ONE OF THE MAJOR PROGRAM GOALS OF THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (UCEA) IS THE DESIGN, DEVELOPMENT, AND PRODUCTION OF A SERIES OF SIMULATION MATERIALS FOR THE PRESERVICE AND INSERVICE TRAINING OF URBAN EDUCATIONAL ADMINISTRATORS. THIS PAPER PRESENTS EVALUATIVE INFORMATION REGARDING THE JANUS JUNIOR HIGH PRINCIPALSHIP SIMULATION, THE FIRST SIMULATION TO BE COMPLETED. THE SCHOOL IS AN ACTUAL INNER-CITY JUNIOR HIGH SCHOOL LOCATED IN MONROE CITY, NORTH COLUMBIA. COMPONENTS OF THE URBAN SIMULATION (URBSIM) PROJECT ARE LISTED. DATA COLLECTED BOTH FROM PARTICIPANTS IN BRIEF INTRODUCTORY DISSEMINATION INSTITUTES AND FROM THOSE WHO PARTICIPATED IN FULL-LENGTH TRAINING WORKSHOPS ARE PRESENTED IN EVALUATIONS OF SELECTED COMPONENTS OF THE JANUS URBSIM MATERIALS. THE STUDY INDICATED THAT THE CURRENT UCEA DISSEMINATION STRATEGY OF INTRODUCING SIMULATION MATERIALS BY MEANS OF UNIVERSITY-SPONSORED INSTITUTES AND OF COLLECTING MATERIALS EVALUATION DATA AT THOSE INSTITUTES IS AN EFFECTIVE DISSEMINATION STRATEGY. (DB)

****END OF ABSTRACT****

PUBLICATION DATE.. JUN 72

TITLE.. PILOT TRAINING PROJECT FOR PERSONNEL PARTICIPATING IN PILOT STATE DISSEMINATION PROGRAMS. FINAL REPORT.

PERSONAL AUTHOR.. KOELLING, CHARLES H.; AND OTHERS

DESCRIPTOR.. CURRICULUM DEVELOPMENT; DATA COLLECTION; DECISION MAKING; *INFORMATION DISSEMINATION; INFORMATION RETRIEVAL; INFORMATION UTILIZATION; PARTICIPANT SATISFACTION; PILOT PROJECTS; PROFESSIONAL PERSONNEL; *PROGRAM EVALUATION; QUESTIONNAIRES; *STAFF IMPROVEMENT; *STATE PROGRAMS; TRAINEES; TRAINERS; *TRAINING TECHNIQUES; UNIVERSITY EXTENSION

DESCRIPTIVE NOTE.. 241P.

ABSTRACT.. THE PILOT TRAINING PROJECT FOR PERSONNEL PARTICIPATING IN PILOT STATE DISSEMINATION PROGRAMS INVOLVED TRAINING OF THE THREE DISSEMINATION PROJECT STAFFS TO CARRY OUT THEIR DISSEMINATION FUNCTIONS. THE PROGRAM ATTEMPTED TO FACILITATE THE USE OF TESTED EDUCATIONAL RESEARCH DATA BY LOCAL EDUCATIONAL AGENCIES IN THEIR DECISION PROCESS. THE STAFF MEMBERS WERE TRAINED IN VARIOUS ASPECTS OF NEED ASSESSMENT, DATA RETRIEVAL, AND INFORMATION UTILIZATION. THE TRAINING PROJECT UTILIZED A TRAINING METHODOLOGY BASED ON A UNIVERSITY EXTENSION MODEL OF INFORMATION DISSEMINATION AND UTILIZATION. THE METHODOLOGY CONSISTED OF MEETING INDIVIDUAL NEEDS THROUGH A PROCESS OF VISITATION WITH THE PROJECT STAFFS THE WORKING SITUATION, PRESENTATION TO THEM OF RELEVANT INFORMATION, AND INVOLVING THE TRAINEES IN THE EDUCATIONAL PROCESS THROUGH VARIOUS INTERACTIVE MODES. THIS REPORT DOCUMENTS THE TRAINING PROGRAM AND DEVELOPS INFORMATION THAT WOULD BE USEFUL TO FUTURE TRAINING PROGRAMS OF SIMILAR NATURE. THIS INCLUDES THE HISTORICAL AND CONCEPTUAL ANTECEDENTS TO THE PROGRAM; ITS ORGANIZATION, OBJECTIVES, AND METHODOLOGY; AND THE OBSERVATIONS AND EXPERIENCES OF THE TRAINING STAFF. SPECIFICS OF THE PROGRAM ARE DEALT WITH IN THE APPENDICES. AN OUTLINE OF SUBJECTS DEALT WI BY THE TRAINING PROJECT IS AS FOLLOWS: 1. INITIAL EXCHANGE OF PROJECT PROPOSALS, 2. PRE-TRAINING SITE VISITS, 3. INITIAL ONE-WEEK TRAINING SESSION, 4. COMBINED SITE VISIT AND ON-SITE TRAINING PROGRAM, 5. THIRD SI VISITS IN PREPARATION FOR FINAL TRAINING PROGRAM, AND 6. FINAL THREE-DAY TRAINING PROGRAM. (AUTHOR/DB)

INSTITUTION NAME.. MISSOURI UNIV., COLUMBIA.

SPONSORING AGENCY NAME.. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

****END OF ABSTRACT****

PUBLICATION DATE.. 72

TITLE.. SOME CORRELATES OF SUCCESS IN CORRESPONDENCE STUDY.

PERSONAL AUTHOR.. ESSEX, DIANE L.; ANDERSON, THOMAS H.

DESCRIPTOR.. ACADEMIC EDUCATION; *ADULT STUDENTS; *CORRESPONDENCE STUDY; DATA COLLECTION; EDUCATIONAL RESEARCH; FACTOR ANALYSIS; *INDEPENDENT STUDY; MATHEMATICAL MODELS; POST SECONDARY EDUCATION; *QUESTIONNAIRES; RESEARCH METHODOLOGY; STUDENT OPINION; TABLES (DATA); TECHNICAL REPORTS; *UNIVERSITY EXTENSION

DESCRIPTIVE NOTE.. 26P.

ABSTRACT.. THE PRESENT PROJECT WAS ADDRESSED TO PREDICTED SUCCESS IN A CORRESPONDENCE COURSE. NO SPECIFIC HYPOTHESES WERE FORMULATED. THREE SCHEMES OF ANALYSIS WERE CONDUCTED. THE RESULTS ARE PRESENTED FOR EACH PLAN, AND COMPARISONS BETWEEN THE RESULTS ARE MADE. FURTHER, RECOMMENDATIONS FOR FUTURE STUDIES ARE SUGGESTED. (AUTHOR)

****END OF ABSTRACT****

PUBLICATION DATE.. 71

TITLE.. AN EXPLORATORY STUDY OF CORRESPONDENCE STUDENTS.

PERSONAL AUTHOR.. ANDERSON, THOMAS H.; TIPPY, PAUL H.

DESCRIPTOR.. CORRESPONDENCE COURSES; *CORRESPONDENCE STUDY; *EXTENSION EDUCATION; INSTRUCTIONAL MATERIALS; POST SECONDARY EDUCATION; *QUESTIONNAIRES; SCHEDULING; STATISTICAL DATA; *STUDENT REACTION; STUDY HABITS; SURVEYS; TABLES (DATA); *UNIVERSITY EXTENSION

DESCRIPTIVE NOTE.. 29P.

ABSTRACT.. THIS STUDY IS THE FIRST OF A LARGER RESEARCH PROGRAM AIMED AT IDENTIFYING AND PARAMETERS AFFECTING THE SELECTION OF, COMPLETION OF, AND ACHIEVEMENT IN CORRESPONDENCE STUDY. A 15-ITEM QUESTIONNAIRE AND A COVER LETTER WHICH EXPLAINED THE PROJECT WERE MAILED TO 406 STUDENTS WHO WERE ENROLLED IN AT LEAST ONE CORRESPONDENCE COURSE. ONLY 134 OF THE QUESTIONNAIRES WERE FILLED IN CORRECTLY AND RETURNED. THREE ITEMS OF DATA WERE CODED ONTO THE QUESTIONNAIRES AS THEY WERE RETURNED: SEX OF STUDENT, NUMBER OF LESSONS COMPLETED, AND NUMBER OF LESSONS IN THE CORRESPONDENCE COURSE. THE FIRST FOUR ITEMS MEASURE STUDENTS' REACTIONS TO THEIR COURSES OF STUDY AND TO CORRESPONDENCE STUDY IN GENERAL. RESULTS FROM ITEM 2 SHOW THAT 64% OF THE STUDENT RATED THE COURSES INTERESTING OR VERY INTERESTING WHILE 15% RATED THE COURSES AS UNINTERESTING OR VERY UNINTERESTING. RESPONSES TO ITEM 5 INDICATE THAT ABOUT ONE THIRD OF THE RESPONDENTS DID NOT ESTABLISH A LESSON COMPLETION SCHEDULE FOR THEIR COURSE. RESULTS FROM ITEMS 6 AND 7 SHOW THAT MOST STUDENTS WOULD NOT HAVE WELCOMED HELP BY THE CORRESPONDENCE OFFICE IN ESTABLISHING AND ADMINISTERING ANY TYPE OF LESSO SCHEDULE. RECOMMENDATIONS INCLUDE: (1) THAT EACH CORRESPONDENCE COURSE PREPARED BY UNIVERSITY INSTRUCTORS BE EVALUATED BY PEERS OF THE INSTRUCTO AND (2) THAT MATERIALS BE PREPARED WHICH WILL ENABLE A STUDENT TO PLAN HI STUDY SCHEDULE. (CK)

INSTITUTION NAME.. ILLINOIS UNIV., URBANA. DIV. OF UNIV. EXTENSION.

****END OF ABSTRACT****

PUBLICATION DATE.. 71

TITLE.. CORNELL OEO PROJECT: AN EXPLORATION IN URBAN EXTENSION ACTIVITY.

PERSONAL AUTHOR.. OSTRANDER, EDWARD; AND OTHERS

DESCRIPTOR.. COMMUNITY INVOLVEMENT; COMMUNITY PROBLEMS; *COMMUNITY SERVICE PROGRAMS; COMMUNITY STUDY; *CONSUMER EDUCATION; *EXTENSION EDUCATION; FAMILY MANAGEMENT; *HOME MANAGEMENT; METROPOLITAN AREAS; PARTICIPANT SATISFACTION; URBAN ENVIRONMENT; *URBAN EXTENSION

DESCRIPTIVE NOTE.. 136P.; FOR RELATED DOCUMENTS, SEE CE000403 THROUGH 407

ABSTRACT.. TO EXPLORE WAYS OF ADAPTING COOPERATIVE EXTENSION EDUCATION TO HELP URBAN POOR FAMILIES SOLVE THEIR HOME MANAGEMENT AND CONSUMER PROBLEMS, THE CORNELL-OEO PROJECT TRAINED AND THEN EMPLOYED 38 SOUTH BROOKLYN WOMEN AS FAMILY ASSISTANTS TO WORK WITH OVER 500 LOCAL FAMILIES. THE DYNAMIC PROGRAM CHANGED FREQUENTLY DURING ITS 2 YEAR TERM AS ITS RANGE BROADENED TO INCLUDE PROVISION OF INFORMATION LINKS BETWEEN EXISTING AVAILABLE SERVICES AND THE FAMILIES (AN EXPEDITOR ROLE), SHIFTING EMPHASIS FROM WIDE-SCOPE PERSONAL SERVICE TO A MORE STRICTLY EDUCATIVE FUNCTION BY THE FAMILY ASSISTANTS, AND PREPARATION OF THE FAMILY ASSISTANTS TO TAKE ON COMMUNITY LEADERSHIP ROLES AFTER THE PROJECT ENDED IN JUNE 1971. BASIC ASSUMPTIONS REGARDING THE ORDERING OF PRIORITIES AND THE ABILITY OF EDUCATION TO SOLVE PROBLEMS WERE FOUND TO DIFFER WIDELY BETWEEN PROFESSIONAL AND COMMUNITY RESIDENTS. STAFF DEVELOPMENT WAS HAMPERED BY AMBIGUITIES OF ROLE AND ORGANIZATION STRUCTURE, ETHNIC MIXTURES, AND THE PRESSURES OF URBAN LIFE. A MAJOR FINDING WAS THAT FAMILIES WITH EXTENSIVE PROBLEMS WERE UNABLE TO UTILIZE PROJECT HELP, BUT THOSE WITH LESS SEVERE PROBLEMS WERE RECEPTIVE TO LASTING AID. IT IS CONCLUDED THAT URBAN EXTENSION OPERATIONS CAN BE EFFECTIVELY CARRIED OUT BUT SHOULD NOT BE COUNTED ON AS A BASE FOR FACULTY RESEARCH OR STUDENT TRAINING. (MS)

INSTITUTION NAME.. STATE UNIV. OF NEW YORK, ITHACA. COLL. OF HUMAN ECOLOGY AT CORNELL UNIV.

****END OF ABSTRACT****

PUBLICATION DATE.. JUL 71

TITLE.. CORNELL OEO PROJECT: AN EXPLORATION IN URBAN EXTENSION ACTIVITY. SUPPLEMENTARY REPORT NO. 2: FAMILIES SERVED BY THE CORNELL-OEO PROJECT.

PERSONAL AUTHOR.. HARDING, MARGARET; AND OTHERS

DESCRIPTOR.. COMMUNITY INVOLVEMENT; *COMMUNITY SERVICE PROGRAMS; CONSUMER EDUCATION; *EXTENSION EDUCATION; FAMILY LIFE; FAMILY PROBLEMS; HOME MANAGEMENT; PARTICIPANT SATISFACTION; PROGRAM DESCRIPTIONS; *URBAN EXTENSION; *WORKSHOPS

DESCRIPTIVE NOTE.. 152P.; SEE CE000402

ABSTRACT.. THE FAMILIES SERVED IN THE CORNELL-OEO PROJECT IN SOUTH BROOKLYN ARE DESCRIBED FROM THREE POINTS OF VIEW: ON A ONE-TO-ONE BASIS, AS SELECTED SUBGROUPS, AND IN TERMS OF EDUCATIONAL WORK WITH GROUPS. THE ONE-TO-ONE APPROACH WAS USED MOST. DEMOGRAPHIC DATA FOR THOSE SERVED THIS WAY INCLUDE FAMILY SIZE, ETHNIC CHARACTERISTICS, RESIDENCE LOCATION, WELFARE STATUS, SEX OF HOUSEHOLD HEAD, AND EMPLOYMENT STATUS. A THREE-LEVEL TYPOLOGY BASED ON FAMILY PROBLEM LOADS WAS DEVELOPED. THUMBNAIL SKETCHES OF 75 FAMILIES REPRESENTING THE THREE LEVELS ARE GIVEN. THE FAMILIES WERE DIVIDED INTO SUBGROUPS WITH UNIQUE SERVICE NEEDS AS ELDERLY, ONE-VISIT, AND PROLONGED SERVICE. WORKSHOPS WERE HELD IN BOTH FORMAL AND INFORMAL SESSIONS WHICH FORMED A SIGNIFICANT PART OF THE PROJECT ACTIVITY. CRITICAL FACTORS IN THEIR SUCCESS WERE PERSONAL CONTACT, RELEVANCE OF CONTENT, ACCESSIBILITY, AND PROVISION OF CHILD CARE. (MS)

INSTITUTION NAME.. STATE UNIV. OF NEW YORK, ITHACA. COLL. OF HUMAN ECOLOGY AT CORNELL UNIV.

****END OF ABSTRACT****

PUBLICATION DATE.. JUL 71

TITLE.. CORNELL OEC PROJECT: AN EXPLORATION IN URBAN EXTENSION ACTIVITY. SUPPLEMENTARY REPORT NO. 3: THE CORNELL-OEO PROJECT THROUGH THE EYES OF THE PARTICIPANTS.

DESCRIPTOR.. COMMUNITY INVOLVEMENT; *COMMUNITY SERVICE PROGRAMS; *EXTENSION EDUCATION; NONPROFESSIONAL PERSONNEL; *PARTICIPANT SATISFACTION; *PROGRAM EVALUATION; REPORTS; *URBAN EXTENSION

DESCRIPTIVE NOTE.. 49P.; SEE CE000402

ABSTRACT.. REPORTED ARE REVIEWS OF THE CORNELL-OEO PROJECT IN SOUTH BROOKLYN BY THE FAMILY ASSISTANTS--WOMEN WHO LIVED IN THE COMMUNITY AND WORKED WITH THE FAMILIES SERVED. THE COLLECTION OF STATEMENTS ARE PRESENTED AS THEY WERE DICTATED OR WRITTEN. WHEN THE STATEMENT WAS IN SPANISH IT WAS TRANSLATED TO ENGLISH. THESE STATEMENTS OF THE FAMILY ASSISTANTS INDICATE THE BENEFITS THEY FELT THEY DERIVED FROM THE PROJECT AS WELL AS EVALUATING THE EFFECTIVENESS OF THE PROJECT FROM THEIR POINT OF VIEW. (MS)

INSTITUTION NAME.. STATE UNIV. OF NEW YORK, ITHACA. COLL. OF HUMAN ECOLOGY AT CORNELL UNIV.

****END OF ABSTRACT****

ERICABSTR
ED 086108

ERIC ABSTRACTS FOR
SEARCH NUMBER 1565

PUBLICATION DATE.. 23 SEP 73

TITLE.. EXTENDED LEARNING PROGRAM REPORT TO THE CLEVELAND COMMISSION ON HIGHER EDUCATION, OHIO UNIVERSITY, AND THE OHIO BOARD OF REGENTS.

DESCRIPTOR.. *COLLEGE STUDENTS; *EXTENSION EDUCATION; *HIGHER EDUCATION; PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; RESEARCH PROJECTS; STUDENT ATTITUDES; *STUDENT OPINION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 37P.

ABSTRACT.. THIS REPORT EXAMINES THE RESULTS OF A SURVEY OF 110 STUDENTS ENROLLED IN OHIO UNIVERSITY'S EXTENDED LEARNING PROGRAM (ELP) IN CLEVELAND. THE QUESTIONNAIRE WAS DESIGNED TO PROVOKE COMMENTS AND CRITICISMS CONCERNING STUDENT PREFERENCES FOR SCHEDULING, TYPES OF COURSES TO BE OFFERED AND STUDENT RECOMMENDATIONS FOR IMPROVING ELP. RESULTS ARE CATEGORIZED ACCORDING TO AN ELP STUDENT PROFILE, ADMINISTRATION OF ELP, THE CURRICULUM, CREDIT HOURS, FINANCING, THE BACHELOR OF GENERAL STUDIES DEGREE, AND REACTIONS TO OHIO UNIVERSITY RECOMMENDATIONS. SOME OF THE STUDENT RECOMMENDATIONS SUGGEST: (1) ELP MUST BE BETTER INTEGRATED INTO TRADITIONAL, EXISTING EDUCATIONAL PROGRAMS. (2) ALTERNATIVE MEANS OF EARNING ACADEMIC CREDITS MUST BE BUILT INTO MORE OHIO INSTITUTIONS OF HIGHER EDUCATION. (3) THROUGH IN-SERVICE TRAINING, FACULTY SHOULD BE GIVEN THE SKILLS TO HELP STUDENTS PREPARE LEARNING CONTRACTS. (4) GUIDELINES FOR THE DEVELOPMENT OF CRITERIA FOR GRANTING CREDITS FOR WORK AND OTHER LIFE EXPERIENCE SHOULD BE ESTABLISHED. (5) MEETINGS AND SEMINAR TOPICS OF COMMON INTEREST SHOULD BE MADE AVAILABLE AS PART OF THE ELP PROGRAM AND SHOULD BE GIVEN FOR CREDIT. (6) A BLUE RIBBON POLICY COMMITTEE OF FACULTY, ADMINISTRATORS AND LAY PEOPLE SHOULD BE EMPOWERED TO MAKE DECISIONS CONCERNING THE ELP ON A STATE-WIDE BASIS. (MJM)

AVAILABILITY.. CLEVELAND COMMISSION ON HIGHER EDUCATION, 1367 EAST 6TH STREET, CLEVELAND, OHIO 44114 ($2.50)

****END OF ABSTRACT****

PUBLICATION DATE.. NOV 73

TITLE.. AN EFFECTIVE FACULTY OF PRACTICING SCIENTISTS AND ENGINEERS

PERSONAL AUTHOR.. EDWARDS, PAUL B.

DESCRIPTOR.. *EDUCATIONAL PROGRAMS; *ENGINEERING EDUCATION; *EXTENSION EDUCATION; *PROFESSIONAL CONTINUING EDUCATION; *SCIENCE EDUCATION; EVENING PROGRAMS; PROGRAM DEVELOPMENT; PROGRAM EVALUATION; STUDENT REACTION; TEACHER ATTITUDES

ABSTRACT.. DISCUSSES A CONTINUING EDUCATION PROGRAM DESIGNED FOR EMPLOYED SCIENTISTS AND ENGINEERS BY THE APPLIED PHYSICS LABORATORY EVENING COLLEGE CENTER OF THE JOHNS HOPKINS UNIVERSITY. INCLUDED ARE QUESTIONNAIRE RESULTS OBTAINED FROM STUDENTS AND NINE-YEAR STATISTICS FOR PROGRAM GROWTH. (CC)

JOURNAL CITATION.. ENGINEERING EDUCATION; 64; 2; 112-115

****END OF ABSTRACT****

ERICABSTR
ED 090844

ERIC ABSTRACTS FOR
SEARCH NUMBER 1565

PUBLICATION DATE.. MAR 74

TITLE.. THE AMERICAN UNDERGRADUATE OFF-CAMPUS AND OVERSEAS: A STUDY OF THE EDUCATIONAL VALIDITY OF SUCH PROGRAMS. PHASE 1. INTERIM REPORT.

PERSONAL AUTHOR.. HULL, W. FRANK, IV; AND OTHERS

DESCRIPTOR.. COLLEGE STUDENTS; EDUCATIONAL OBJECTIVES; *HIGHER EDUCATION; *MEASUREMENT INSTRUMENTS; MEASUREMENT TECHNIQUES; RESEARCH PROJECTS; *STUDENT ATTITUDES; *STUDY ABROAD; *UNIVERSITY EXTENSION

EDRS PRICE.. EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

DESCRIPTIVE NOTE.. 134P.; TO PRESERVE CONFIDENTIALITY PAGES 78-197 AND 232-280 ARE NOT INCLUDED IN THIS DOCUMENT.

ABSTRACT.. THIS PROJECT IDENTIFIED THE SPECIFIC GOALS SOUGHT BY A GROUP OF OFF-CAMPUS STUDY PROGRAM DIRECTORS HAVING MUCH EXPERIENCE WHO DEVELOPED AN APPROPRIATE INSTRUMENT TO ASSESS WHETHER OR NOT THE STUDENT PARTICIPANTS PERCEIVED THESE GOALS AS HAVING BEEN ACTUALIZED WITHIN THEMSELVES. THE RESEARCH INSTRUMENT DEVELOPED FOR THE ASSESSMENT WAS THE INDIVIDUAL OPINION INVENTORY (IOI). RESULTS EMERGING FROM THIS PHASE OF THE PROJECT INDICATED: (1) THAT STUDENTS OF DIFFERENT ACADEMIC MAJORS RESPONDED DIFFERENTLY TO THE INSTRUMENT, WITH STUDENTS IN THE HUMANITIES SCORING CATEGORY ITEMS SIGNIFICANTLY MORE FAVORABLY THAN STUDENTS IN THE SCIENCES; (2) ASSOCIATIONS OF STATISTICAL SIGNIFICANCE WERE FOUND BETWEEN THE 13 EXPERIMENTAL CATEGORIES OF THE INSTRUMENT AND (A) THE STUDENT'S PRESENT INTEREST IN THE AREA OF OFF-CAMPUS STUDY, (B) THE STUDENT'S PRESENT AMOUNT OF READING ABOUT THAT AREA, AND (C) THE STUDENT'S PRESENT AMOUNT OF CORRESPONDENCE WITH INDIVIDUALS LIVING IN THE OFF-CAMPUS STUDY LOCATION. (MJM)

****END OF ABSTRACT****

PUBLICATION DATE.. JUN 74

TITLE.. THE BRITISH OPEN UNIVERSITY IN THE UNITED STATES; ADAPTATION AND USE AT THREE UNIVERSITIES.

PERSONAL AUTHOR.. HARTNETT, RODNEY T.; AND OTHERS

DESCRIPTOR.. *ADULT EDUCATION PROGRAMS; ADULT STUDENTS; CORRESPONDENCE COURSES; EDUCATIONAL RADIO; EVALUATION; *EXTERNAL DEGREE PROGRAMS; *HOME STUDY; INSTRUCTIONAL MATERIALS; INSTRUCTIONAL TELEVISION; *OPEN EDUCATION; PART TIME STUDENTS; STUDENT ATTITUDES; TEACHER ATTITUDES; TECHNICAL REPORTS; UNIVERSITIES; *UNIVERSITY EXTENSION

IDENTIFIER.. *BRITISH OPEN UNIVERSITY; RUTGERS; UNIVERSITY OF HOUSTON; UNIVERSITY OF MARYLAND

DESCRIPTIVE NOTE.. 146P.

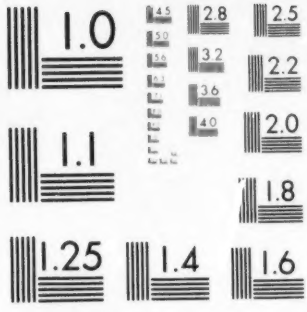
ABSTRACT.. AN EVALUATION WAS PERFORMED TO DETERMINE WHETHER THE MATERIALS OF THE BRITISH OPEN UNIVERSITY COULD BE ADEQUATELY ADAPTED FOR USE IN THE UNITED STATES. THREE UNIVERSITIES PARTICIPATED IN THE EVALUATION: THE UNIVERSITY OF HOUSTON, THE UNIVERSITY OF MARYLAND, AND RUTGERS UNIVERSITY. EACH UNIVERSITY DIFFERED IN ITS INTERPRETATION OF NON-TRADITIONAL STUDY AND IN ITS USE OF THE MATERIALS. ONLY FOUNDATION COURSES IN HUMANITIES, SCIENCE, AND MATHEMATICS WERE STUDIED, AND THE MATERIALS WERE PRINCIPALLY CORRESPONDENCE TEXTS AND RADIO AND TELEVISION BROADCASTS ON TAPE AT THE SCHOOLS. BY MEANS OF QUESTIONNAIRES AND THE CONTROL TEST OF ACADEMIC APTITUDE INFORMATION RELEVANT TO STAFFING AND COURSE INFORMATION, CHARACTERISTICS OF THE STUDENTS, STUDENT ATTRITION RATES AND ACADEMIC PERFORMANCE, STUDENT COURSE EXPERIENCES, SATISFACTIONS, OPINIONS, AND ATTITUDES, AND THE EXPERIENCES AND OPINIONS OF FACULTY MEMBERS WAS OBTAINED. THE PRIMARY CONCLUSION WAS THAT THESE METHODS AND MATERIALS ARE GENERALLY APPROPRIATE FOR HIGHER EDUCATION INSTITUTIONS IN THE UNITED STATES SEEKING TO OFFER NON-TRADITIONAL PROGRAMS. (WH)

AVAILABILITY.. OFFICE OF NEW DEGREE PROGRAMS, EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY 08540 ($5.00; IF BILLING IS REQUESTED, A $1.00 SERVICE FEE WILL BE ADDED)

INSTITUTION NAME.. EDUCATIONAL TESTING SERVICE, PRINCETON, N.J. OFFICE OF NEW DEGREE PROGRAMS.

SPONSORING AGENCY NAME.. CARNEGIE CORP. OF NEW YORK, N.Y.; COLLEGE ENTRANCE EXAMINATION BOARD, NEW YORK, N.Y.

****END OF ABSTRACT****



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

PUBLICATION DATE.. JUN 74

TITLE.. SURVEY OF SENIOR CONTINUING EDUCATION/EXTENSION ADMINISTRATORS: A SUMMARY

PERSONAL AUTHOR.. DRAZEK, STANLEY J.; WALKER, HENRY A.

DESCRIPTOR.. *SURVEYS; *ADULT EDUCATION; *ADULT EDUCATION PROGRAMS; *EXTENSION EDUCATION; *ADMINISTRATIVE PERSONNEL; ADMINISTRATOR ATTITUDES; ADMINISTRATOR RESPONSIBILITY; EDUCATIONAL TRENDS

ABSTRACT.. THE SURVEY WAS SENT TO SENIOR ADMINISTRATORS OF CONTINUING AND EXTENSION EDUCATION IN 100 COLLEGES AND UNIVERSITIES, AND WAS DESIGNED TO ELICIT COMPARATIVE DATA, TRENDS AND DEVELOPMENTS FOR THE PERIOD 1964-74. THE RESPONSES ARE PRESENTED IN SUMMARY FORM WHICH FOLLOWS THE SURVEY INSTRUMENT FORMAT. (SA)

JOURNAL CITATION.. NUEA SPECTATOR; 38; 16; 20-6

****END OF ABSTRACT****

ERICABSTR EJ 101790 | ERIC ABSTRACTS FOR SEARCH NUMBER 2851 | PAGE 1720 05/17/75

PUBLICATION DATE.. SPR 74

TITLE.. WHAT THE STUDENTS THINK OF OFF-CAMPUS CLASSES: MORE EVIDENCE ON AN OLD QUESTION

PERSONAL AUTHOR.. GREEN, J. EARL

DESCRIPTOR.. *UNIVERSITY EXTENSION; *PART TIME STUDENTS; *STUDENT ATTITUDES; *SURVEYS; EXTENSION EDUCATION

JOURNAL CITATION.. NEW CAMPUS; 27; 37-42

****END OF ABSTRACT****

PUBLICATION DATE.. JUL 74

TITLE.. TRADE UNIONISTS--AND OTHERS-- STUDYING EFFECTIVELY AT HOME

PERSONAL AUTHOR.. ROUSE, SAM

DESCRIPTOR.. *ADULT EDUCATION; *HOME STUDY; *EXTENSION EDUCATION; LABOR EDUCATION; STUDY SKILLS; LABOR UNIONS; STUDENT OPINION; ACADEMIC ACHIEVEMENT; SKILLED LABOR; STUDENT CHARACTERISTICS

IDENTIFIER.. GREAT BRITAIN

ABSTRACT.. A FOLLOW-UP TO A SURVEY OF A GROUP OF STUDENTS USING THE NATIONAL EXTENSION COLLEGE'S HOME STUDY COURSE, "HOW TO STUDY EFFECTIVELY", COMPARE THE PROGRESS OF PART OF THE WORKERS ENROLLED UNDER SPECIAL UNION ARRANGEMENTS WITH THAT OF A GROUP OF MORE TRADITIONAL STUDENTS. (EA)

JOURNAL CITATION.. ADULT EDUCATION (LONDON); 47; 2; 113-6

****END OF ABSTRACT****

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TITLE.. TUSKEGEE, ARE YOU ON THE LINE?

PERSONAL AUTHOR.. KREITLOW, BURTON W.

DESCRIPTOR.. *TELEPHONE INSTRUCTION; *TEACHER EDUCATION; *EXTENSION EDUCATION; *COMMUNICATION PROBLEMS; ADULT BASIC EDUCATION; INSTRUCTIONAL MEDIA; TEACHING TECHNIQUES; ADULT EDUCATORS; EFFECTIVE TEACHING; STUDENT REACTION

IDENTIFIER.. EDUCATIONAL TELEPHONE NETWORK (ETN)

ABSTRACT.. THE UNIVERSITY OF WISCONSIN OFFERS A COURSE IN ADULT BASIC EDUCATION THROUGH UNIVERSITY EXTENSION'S EDUCATIONAL TELEPHONE NETWORK (ETN). TECHNICAL AND TEACHING PROBLEMS AS WELL AS STUDENT REACTIONS TO THE INSTRUCTIONAL SYSTEM ARE DISCUSSED. (MW)

JOURNAL CITATION.. ADULT LEADERSHIP; 23; 5; 133-4,160

****END OF ABSTRACT****